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FARGO

LIBRARY CURRICULUM STUDIES

Prepared under the direction of
W. W. CHARTERS

Library Curriculum Studies

THESE six texts were prepared under the auspices of the A.L.A. Curriculum study at the University of Chicago and of the Editorial Committee of the A.L.A., to meet the needs of library schools for basic books on the principal subjects of instruction. The Curriculum Study plan was inaugurated by the Board of Education for Librarianship of the A.L.A, and was made possible by grants from the Carnegie Corporation of New York. The books represent efforts to contribute to education for librarianship and to stimulate other studies of similar character.

CIRCULATION WORK IN PUBLIC LIBRARIES. *By Jennie M. Flexner.*

REFERENCE WORK. *By James I. Wyer.*

INTRODUCTION TO CATALOGING AND THE CLASSIFICATION OF BOOKS. *By Margaret Mann.*

THE LIBRARY IN THE SCHOOL. *By Lucile F. Fargo.*

BOOK SELECTION AND ACQUISITION. *By Francis K. W. Drury.* (In progress)

LIBRARY SERVICE FOR CHILDREN. *By Effie L. Power.* (In progress)

American Library Association

The LIBRARY IN THE SCHOOL

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Library
Science

BY

LUCILE F. FARGO

CHICAGO
AMERICAN LIBRARY ASSOCIATION
1930

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The Torch Press
CEDAR RAPIDS
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THIS BOOK IS DEDICATED

to the boys and girls of North Central High School, Spokane, who taught me most that I know about school libraries; and to the principal and faculty, who gave enthusiastic support to library activities.

77325

The Author

Lucile F. Fargo was chosen to write the first basic book on school library work because of her unusual experience and her firm grasp of the subject. Before Miss Fargo became a librarian she had secured her master's degree and had had experience as a classroom teacher. After receiving her library certificate from the New York State Library School, and spending some time in public library work, she was appointed librarian in the North Central High School of Spokane, Washington. Through her contributions to various library and educational periodicals she became known far beyond her immediate territory. Reprints of her articles have had wide circulation.

From Spokane, Miss Fargo came to Chicago, where she joined the headquarters' staff of the American Library Association. She has helped to organize and conduct library institutes for teachers under the auspices of the National Education Association and the American Library Association. She was selected by the Editorial Committee and the Advisory Committee of the Curriculum Study of the American Library Association to prepare this textbook. In assembling her material she traveled widely, visiting school libraries which exemplify service under all forms of organization.

Miss Fargo has recently been appointed by U. S. Commissioner of Education Cooper as one of a group of thirty educators who will serve in an advisory capacity on a national survey of secondary education. Miss Fargo is now in Cleveland at work on a new manuscript.

American Library Association

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Director's Introduction

In preparing textbooks for this series the following methods are utilized:

The Advisory Committee of the Curriculum Study, selected by the Board of Education for Librarianship of the American Library Association to represent all the types of institutions concerned with the preparation of the textbooks, determines matters of policy.

The Editorial Committee of the American Library Association, with the advice of the Advisory Committee, selects a small group of outstanding persons in the field to be treated by the textbook, from which group the author is selected by the Director of the Curriculum Study.

A subcommittee of advisers composed of experts in the field gives advice and assistance to the author.

The author and the staff make a detailed analysis of the duties and traits of workers in this field in order that a clear picture may be had of the problems and activities that are to be discussed in the text.

All the literature bearing upon the methods of performance of duties, principles underlying the methods, points of view, and objectives of the field is canvassed.

Visits are made to at least fifty libraries having a substantial reputation in the field in order to secure best methods which have not been recorded in print.

The author comes to the Study headquarters in Chicago and devotes an uninterrupted period of several months preparing the first draft of the textbook with the assistance of the staff.

The textbook as prepared in tentative form is mimeographed and used in library school classes for the purpose of receiving criticisms

and suggestions which will be of use in the later revision of the text.

It is also submitted to twenty-five or more other persons who qualify as experts in the field and are not connected with library schools.

The author in the light of these criticisms and suggestions revises the text for final publication. The text is then printed for general distribution by the American Library Association.

At least two hundred people engaged in library work contribute to the preparation of each text. Thus the series is to a quite unusual degree a cooperative enterprise of the library profession.

W. W. C.

Chicago
October, 1929

Preface

This book was preceded by a study of school libraries and library systems as far apart as New York and California, Texas and Minnesota. Based on a survey, it is still not a survey. It is a textbook for those prospective school librarians and teachers of school librarians who conceive the school librarian to be a specialist.

In spite of the fact that a specialist has been humorously defined as "someone who knows more and more about less and less," it is true that in most professions those experts are accounted best prepared who start with a firm foundation of general professional training. The ideal school librarian is the one who builds a solid foundation compounded of the knowledge and techniques known as library science and of the arts and skills known as the theory and practice of education. On the library side are book evaluation and acquisition, and the techniques involved in handling books as the tools of information and recreation, including cataloging and classifying. On the school side are knowledge of school organization and methods and the psychology of education. School librarianship is the superstructure, an edifice erected for specialized service. A textbook on school libraries takes the foundations for granted and proceeds with the superstructure. The student will not expect to learn from the text how to catalog or how to teach school, but rather, how to adapt cataloging methods to the service of pupils and teachers, and how to mold educational techniques to library situations, or vice versa.

In planning the arrangement of chapters, functions have been put ahead of organization. This is in contrast with most school library texts and even with many courses now given in which the sequence is according to organizational processes. Traditionally,

students first learn how to plan rooms and organize library materials, and later find out what is to be done with the rooms and materials. The Curriculum Study survey has indicated that this is getting the cart before the horse. It has indicated that school officials often buy books and equip rooms without clear-cut objectives, and that librarians organize in line with the methods and technical processes sanctioned by long use in public libraries; and that afterwards, both groups discover they have not met the existing situation.

The present text attacks the problem by reversing the usual order of arrangement. First, the activities of the school library are pictured in their educational setting, objectives are set up, and consideration is given to what the school expects from the library in service and personnel. In other words, functions are treated first. Afterwards, the book discusses the equipment, organization, and techniques suited to carrying forward these functions.

The necessity of considering in one volume the entire range of library service from the elementary school through to the high school presented another problem in arrangement. From many points of view a division of subject matter according to school type would have made variations in practice in the elementary, the junior, and the senior high school stand out to better advantage. On the other hand, it would have necessitated an irritating repetition of fundamental concepts. The method finally chosen as being sufficiently compact was the development of the principles and practices common to libraries of all grades, with constant reference to the variations called for in particular situations.

The school library movement is young. In the elementary school and the junior high school it is decidedly in the experimental stage. In the high school, after a quarter of a century of experience, we are still unable to be sure in all cases what is good practice and what is not. We have as yet been too busy getting things done to take the time for patient investigation under controlled conditions. The rôle of the textbook author is that of reporter. The message

to the student is a record and a challenge: thus and so have we done in Texas and Washington, in Wisconsin and New Jersey; choose now what appears to be good and reject that which is not mete to be followed; and go thou forth to profit by the past and to learn from the future.

LUCILE F. FARGO

Chicago
January 1, 1930

FOURTH GRADERS USE THEIR LIBRARY CORNER

THE LIBRARY IN THE SCHOOL

Foreword

I. Three Pictures
1. The elementary school library
2. The junior high school library
3. The senior high school library

II. The Ideal School Library
1. Location
2. Adjustment to school unit
3. Adjustment to school organization
4. Adjustment to instructional methods
5. Conclusions

I. Three Pictures

1. The elementary school library. A gay, sunny room, rectangular in shape because rooms in school buildings usually happen that way; around the walls, low shelving with books in sufficient disarray to suggest constant handling; sturdy tables of oak, some round and some square-cornered; forty chairs, a number of grown-up height and others built for little folk; at one end of the room an ingle-nook set off by low shelves; a plant on one window ledge and a globe on another; Cinderella in pictured panel over the fireplace; prints, posters, the map of Fairyland. The door swings wide and in come the 2 A's ready for their weekly library hour, captained by Mary Louise, aged seven. Last Tuesday's library books are under their arms. They hurry over the noiseless floor to favorite shelves, or seat themselves at favorite tables, there to pile last week's books, to lay open this week's titles at the pocket, and to sign the cards ready for the date stamp of the librarian, while Mary Louise quickly checks the attendance chart. These formalities over, the librarian's quiet voice announces that each may read or look at pictures as his wish directs. There

is a little flurry as new volumes are opened, new magazines are sought out, and an envelope of pictures is spread before an eager group by Mary Louise. The librarian herself welcomes six or eight newcomers sent in from various classrooms on definite errands — to find how rubber is made, how the Chinese travel, and the difference between mushrooms and toadstools. She also attends to a hurried request from the cooking teacher for "three more articles about wheat" and sends one reader to a convenient basin to scrub his grubby hands, while finding time to help a small reader with a hard word or allowing an eager youngster to read aloud to her a new-found rime bristling with vocal difficulties. Then she gathers a willing group about her to listen to a poem. Eager comments on "Has anyone seen my mouse" are still passing about when Mary Louise tiptoes to strike the soft Chinese gong that announces it is time to put up books, replace chairs, and form in line for dismissal.

2. **The junior high school library.** Another rectangular room, larger than the first, and with three glassed-in conference rooms instead of an ingle-nook. This room is light, but not too sunny, for perhaps this is California where softer light is more to be desired. Knights frown down from a colored frieze, and pictures of airplanes and campfire girls grace generous bulletin boards. A poster proclaims the approach of Washington's birthday and beneath the poster are spread the materials necessary for the preparation of a suitable assembly program. The room is full of boys and girls and there is a busy hum that proclaims industry without disorder and also without formal restraint. At the big desk a serious little girl from the 6 A class performs the clerical work incident to receiving and issuing books; two boys remove an armload from the reserve shelf and march away to a classroom after making the necessary charges. The librarian is not in sight. That is because she is in a conference room helping a group of girls organize themselves into a class project committee. Presently she comes out to assist a group learning the use of the *Readers'*

Guide. The children will be given a library test preliminary to entering the high school and they are keen to become proficient users of library tools. On her way to the desk where she notices the Principal standing, the librarian stops to explain to a discouraged nine-year-old why she cannot find Queen Elizabeth in the card catalog under "Q." The Principal bears a request from the teachers asking that the librarian take charge of a plan for pooling subscriptions to professional magazines. When she has agreed to this, he suggests three or four books that would be useful to the faculty science curriculum committee, and the librarian promises to secure them from the public library. The chairman of the pupils' library club requests the use of a conference room for the waste paper committee and a small girl inquires what is the proper diet for white mice. The librarian tips a loose leaf into the *Pet book* before handing it out, and reminds a too-absorbed group that it is "putting-away time." When the passing gong sounds all books have been shelved and all tables are in order. The librarian draws three long, relaxing breaths as the last pair of knickerbockers disappears through the door, and prepares for the next group.

3. **The senior high school library.** Still another room, or rather, a suite. The main reading room is long and spacious. Adjoining are not only pupils' conference rooms, but one for teachers, and a combined class and lantern room, to say nothing of a librarian's office and a workroom. Tables and chairs appear as before, but higher, for the boys and girls in this room are older, many of them full-grown of body, and some, let it be remembered, with minds of adult stature. The book shelves hint of this, for here appear many sane and readable volumes common to the adult collection: biography, travel, science (*Microbe hunters* is here), essays, and poetry like that of Schauffler and Masefield. There is the same busy hum, the same apportioning of duties between librarian, or in this case, librarians, and pupil helpers. Here precocious groups seek the conference rooms to organize for projects

or advance work. Individuals come with special assignments or browse among the shelves on personal quests. The organizing hand of the librarian is everywhere in evidence: there are files of pamphlets and clippings; a reserve system, collections of plays, of books on special subjects; of reviews; of slides, or of postcards and prints. There is discipline, but it is self-imposed or group-imposed, the result of an organized school citizenship. Attendance is voluntary, but the rooms are always full, so there needs must be a spot specially reserved for teachers and a scheduling ahead of conference and lantern rooms. Throughout there is a spirit of helpfulness, sympathy, and give and take, for this is truly the hearthstone of the school. But it is also the central power house from which stimulating currents go out into every corner of the institution.

II. The Ideal School Library

1. **Location.** Examine the pictures just given. It appears at once that the ideal school library is located within the school. It is true that valuable library service is and always has been given the school from outside its own walls; it is true that this service must continue in the future; but it is also true that it is never fully ideal because it is only partial service. Note how intimately the activities described buckle into and even bind together the life of the school. The librarian of the elementary library was engaged in the stimulation of reading and gave some necessary help on the mechanical side because reading is the most important item in the curriculum of the beginner. Pupils in the junior school were learning to use the *Reader's Guide* because knowledge of that tool is of great advantage in junior exploratory activities. The group work and self-discipline of the high school library stand in close relationship to the social ideals of the modern curriculum. All these activities indicate clearly that the school library is an educational tool whose value is much enhanced when placed within the schoolhouse walls ready for intimate, day-by-day service.

2. Adjustment to school unit. Refer to the pictures again and note that there are three of them and that they represent the three units of the school system in which the school library ordinarily develops. It would have been possible to present a fourth picture, and even a fifth, or a sixth; for school libraries may be found in junior colleges, in experimental or teacher-training institutions, and in continuation schools, a most significant development being in connection with the modern program for adult education as carried out in the evening high school. Library service in the evening session follows, and yet does not follow, ordinary routines. "The librarian does not try to do any technical work at night, but is always 'at home' to any student to talk over books." [1] The important thing to notice is that *each library adjusts itself to the unit of the school system it specifically serves.* This adjustment runs through equipment, routines, personnel, book selection, methods of work. A large part of the business of this book will be to show in detail how such adjustments may be made.

3. Adjustment to school organization. The school library adjusts itself to various types of school organization. Librarians are wont to look askance at anything savoring either of forced or scheduled library attendance. The heart and soul of library work with boys and girls is its voluntary nature: make a girl read a book and she hates it; force her to go to school and she despises school. This argument can easily be carried too far. To the great majority of boys and girls, going to school is a daily adventure which they would not willingly forego. The same is true of the weekly "library hour" as described in Picture 1. Scheduling seems, in the ordinary organization of the elementary school, the accepted method for giving pupils their chance at the library during school hours.[2] Before and after school sessions, opportunities are all too

[1] Hall, M. E. Possibilities in the evening high school library. In Wilson, Martha. School library experience. Wilson, 1925. p. 86. Reprinted from Public Libraries 29:146. March, 1924.

[2] Pritchard, Martha. The school library an organ vital to school life. In Wilson, Martha. School library experience. Wilson, 1925. p. 270-75. Reprinted from the Detroit Journal of Education. September, 1921. p. 46.

frequently limited by problems of transportation and traffic. In the school of higher grade the necessity for and advantages of scheduling frequently disappear. The set-up is different and pupils are better able to take care of themselves. Voluntary attendance becomes the ideal. But when in certain cases the hugeness of the school or its acceptance of the supervised study plan makes scheduling a necessity, capable librarians have demonstrated that the daily or weekly pilgrimage to the library may be a real event, an hour to be looked forward to because of its freedom and unusual nature. After all, freedom is a conditioned thing. To go to a picnic one must take a train; and the train runs on schedule. It is not the time-table that makes or mars the picnic. It is the good spirits of the crowd and its sponsors — or the lack of them. What happens during the library hour, how the librarian has planned for it, what objectives the librarian and the principal have in mind — these are the important things.

4. **Adjustment to instructional methods.** Consult the pictures again. Variety of activities and of methods are among the most striking characteristics. More than any other department, the school library adjusts itself to all forms and methods of instruction. The traditional list of assigned readings which seems best to fit into the educational patterns of certain teachers is represented in the library. The list is posted on the bulletin board and the books are on reserve or are available for short-time circulation only. But here too are those longer lists of collateral reading serviceable for filling in curriculum backgrounds: books of biography, of travel, of invention; of poetry and romance; all these and more with which the alert teacher embroiders the fabric of fact and provides for the brilliant pupil who can travel fast and far.

The school project is at home in the library. It may originate there as when an eleventh grade group undertakes to compile a manual of library instruction for the junior high school; possibly it merely uses a conference room for committee work; or, originating in a classroom, it may be surprised to find its materials largely

in library books and filing cases. In the project, pupils and librarian develop a social-mindedness which spreads to all phases of library work and discipline.

In direct contrast is highly individualized work. This goes on whether or not the school is consciously emphasizing individual differences through the Dalton plan or by means of any other "capital letter" method. In fact, more than one schoolman sees the library blazing the way for the entire school in this particular. In a certain training school a boy was dismissed from a class in English because he refused to read the plays and poems absorbed by his more brilliant (or perhaps more hypocritical) classmates. The library staff took up the challenge of his daily appearance. Questioning revealed that he liked mystery and detective stories, so a start was made with Doyle and Anna Katharine Green. The transition to adventure of the Sabatini type was successfully made; Dumas and Stevenson followed, and the semester ended with the completion of *Westward Ho!* read voluntarily. It took another boy six years to complete the high school curriculum. His teachers reported that he quite regularly slept through his classes. But the librarian knew him as the boy who was "nuts on astronomy." By special agreement, each new book and article on that subject was turned over to him, no matter how mathematical or technical. He constructed a telescope — a possible explanation for sleepiness in class. After six years he received a diploma from the school; but he was really graduated from the library. He went on to make a brilliant university record for research work in psychology!

5. Conclusions. Obviously the library is a valuable educational agency. As such it is properly housed in the school building; it adjusts itself to the unit of the school system it specifically serves, to various types of school organization, and to all forms and methods of instruction.

By further reference to our pictures, it would be possible to draw other conclusions as to the school library: that it embraces a wide range of activities including reading, reference, instruction

in the use of books as tools, and activities having a distinctly social and ethical aim; that its housing and equipment are arranged with an eye to its educational uses; that it has an expert personnel trained for a variety of duties, ranging all the way from finding the diet of white mice to assisting a faculty committee on curriculum revision; that it is characterized by skilful administration involving a knowledge of child psychology; that its organization involves technical processes like classifying and cataloging; some mechanical operations such as pasting, stamping, and labeling; and most important of all, an acquaintance going beyond that of the average teacher with adolescent and children's literature in miscellaneous subjects and fields of interest. The pictures also lead on to considerations concerned with school library objectives, the financing of the library, and its relation to other libraries, to boards of education, library boards, and state agencies, and to the whole field of educational and library development. If the way seems long, it is because it reaches into not one institution but two — the school and the library — and covers not one form of service, but divers forms, all interesting and significant to the student of library science and vital to the development of a satisfactory school library program.

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Work with the first eight grades and with the several divisions of a modern elementary school.

Eaton, A. T. Classroom activities and the school library. In School library yearbook no. 2. A.L.A., 1928. p. 140-47. Reprinted from National Education Association Department of Elementary School Principals. Sixth yearbook. N.E.A., c1927. p. 264-70.

"Given a real library . . . there is hardly a form of school and classroom activity in which the school library cannot help and share."

KENT, C. A. Organizing a library in an elementary school. In National Education Association Department of Elementary School Principals. Sixth yearbook. N.E.A., c1927. p. 27-81.

Surveys the purposes, equipment and personnel of the elementary library.

LOVIS, MARION. Diary of a school librarian. In Wilson, Martha. School library experience. Wilson, 1925. p. 105-12. Reprinted from the English leaflet of the New England Association of Teachers of English, April 1, 1920.

A revealing and enjoyable description of high school library activities.

——— The platoon school library. Library Journal 52:11-14. January 1, 1927.

What goes on in a platoon school library.

SCHARS, EVA. A day in a Detroit platoon school library. The Platoon School. June, 1928. Also in Wilson Bulletin 3:383-88. December, 1928.

This very human narrative shows how the library serves the children and the faculty, creating not only a love for reading but subtly developing high ideals of conduct.

Chapter I

Educational Ideals and School Library Objectives

I. The Goals of Education
   1. The health objective
   2. The vocational objective
   3. The social objective
   4. The leisure time objective

II. Routes to Educational Goals
   1. Older paths
   2. Newer routes

III. The Library and Education

IV. School Library Objectives

I. The Goals of Education

"Greeting his pupils, the master asked:

What would you learn of me?
And the reply came:
How shall we care for our bodies?
How shall we rear our children?
How shall we work together?
How shall we live with our fellowmen?
How shall we play?
For what ends shall we live?

"And the teacher pondered these words and sorrow was in his heart, for his own learning touched not these things." [1]

The organized school library is a twentieth century phenomenon, explicable only in the light of the educational development of the last quarter century. To comprehend it is to comprehend the basic principles of the newer education. To state its objectives is to translate library aims into terms of educational objectives.

[1] Chapman, J. C. and Counts, G. S. Principles of education. Houghton, c1924. Foreword.

Everyone knows that in its beginnings the public school in the United States devoted itself to the three R's. Had anyone asked the reason, the answer would have been, "These are the fundamentals." "Fundamentals of what?" came another question. "Of education," said the schoolmaster. But when the questioner persisted with "But what is education?" the reply was not so cocksure, for on this point men have always been of many minds.

The question is still being widely asked and variously answered. In the twentieth century chorus of replies the bystander catches a well-defined theme: "Education is to prepare men and women for the activities of every kind which make up, or which ought to make up, well-rounded adult life." [2] Dr. Bobbitt classifies these activities under ten headings: (1) Language activities; social intercommunication; (2) Health activities; (3) Citizenship activities; (4) General social activities — meeting and mingling with others; (5) Spare-time activities, amusements, recreations; (6) Keeping oneself mentally fit — analogous to the health activities of keeping oneself physically fit; (7) Religious activities; (8) Parental activities, the up-bringing of children, the maintenance of proper home life; (9) Unspecialized or non-vocational practical activities; (10) The labors of one's calling.[3]

On the basis of these life activities, the twentieth century educator proceeds to formulate the goals, or objectives, of the curriculum. And since there are dangers as well as advantages in educational expansion, as, for example, mistaking desirables for fundamentals, the librarian learns that schoolmen have proceeded to this formulation with much circumspection and extended study. The result has been the appearance of a number of statements intended to set forth in compact form the consensus of expert opinion. One of the most widely quoted is that known as the "Seven cardinal principles of education." [4] Issued in 1918 by a committee

[2] Bobbitt, Franklin. How to make a curriculum. Houghton, c1924. p. 7.
[3] *Ibid.*, p. 8.
[4] National Education Association Committee on the Reorganization of Secondary Education. The cardinal principles of secondary education. U. S. Education Bureau Bulletin 35, 1918.

on the Reorganization of Secondary Education appointed by the National Education Association, it was found to be equally serviceable in the field of elementary education. Another similar but perhaps more logical pronouncement was put out by the North Central Association in 1927.[5] The school librarian looking for light on educational points of view will find such statements very useful; so useful, indeed, that it seems wise to pause awhile and consider one of them in some detail. It will help to fill in the background against which the school library edifice is built.

We choose for consideration the ideals set up in the "Seven cardinal principles." They are: 1. Health; 2. Command of fundamental processes; 3. Worthy home membership; 4. Vocation; 5. Civic education; 6. Worthy use of leisure; 7. Ethical character.

For purposes of discussion let us group these principles. We then have (1) a health objective, (2) a vocational objective, (3) a social objective, including worthy home membership, civic education, and ethical character, and, (4) a leisure time objective.[6] All these overlap: 1, 2, and 4 are shot through with social and ethical significance; in each field there are objectives of information and skill, the acquisition of knowledge and the mastery of the fundamental processes that lead to health, success in work, correct social adjustment, and the fruitful use of leisure time.

1. The health objective. The librarian is interested to note that the first objective is *health*. This is significant. In the older curriculum health was a by-product of the study of anatomy and physiology. In the present instance it appears as a conscious aim. And if we pursue the discussion of the principle far enough we discover that in the working out of the curriculum, health includes not only physical and mental well-being but community hygiene and sanitation, and the conservation of human life. In other words, it is a social objective.

2. The vocational objective. Vocations used not to enter

[5] See North Central Association of Colleges and Secondary Schools. Extract from report, March, 1927.

[6] *Ibid.*

the field of the child's school training, either formally or informally. If the biography of Benjamin Franklin happened to suggest the desirability of being a printer, well and good. But there was no conscious attempt to put the boy in touch with the work of the modern print shop, nor with other books written in a fashion to widen his knowledge of the whole field of human endeavor.

All that has been changed. Vocational civics acquaints the child with a wide range of human endeavor while he is still in the junior high school. The vocational counselor, and vocational reading arranged for as an independent unit or as a part of suggested reading in a subject like English, carry on the good work in the high school. The school, to some degree at least, assumes responsibility for the child's future bread and butter; and from the point of view of the library this advance has great significance, for it inevitably suggests a wide expansion in the subject matter presented to the child through books.

3. The social objective. *Civic education* is not a new educational aim. Greek boys under Plato learned duties and ideals pertaining to the perfect state. But in the press of wrenching a living from the wilderness American democracy for long left out that item of school training. Perhaps it was thought the home and the church might inculcate the ideals of fair play, social honor, and public righteousness on which all just government is founded. But great cities grew where the wilderness had been; piled-up fortunes created vaster problems; a whole flock of civic perplexities arose to vex. It is not difficult to understand why another objective was written into the educational category.

In including *worthy home membership* the newer curriculum shows that it belongs to the twentieth century. The mechanical duties of the household are rapidly being taken away, leaving to men and women and children more leisure and a whole new series of readjustments for which they are unprepared. Skill in living together intimately, beautifully, and scientifically must be fostered

by training from without as well as from within the home. The librarian reads that "This objective [worthy home membership] applies to both boys and girls. The social studies should deal with the home as a fundamental social institution and clarify its relation to the wider interests outside. Literature should interpret and idealize the human elements that go to make the home. Music and art should result in more beautiful homes and in greater joy therein. The co-educational school with a faculty of men and women should, in its organization and its activities, exemplify wholesome relations between boys and girls and men and women." [7]

It would seem that *the development of ethical character* should go without saying into the warp and woof of every school subject, method, and activity. And yet the librarian discovers that the curriculum-maker has felt it necessary to bring it into the open as a conscious aim, to state it as an objective, and to discuss at length the means of its fulfillment.[8] Particularly significant to the school librarian as a means for this development are not only books and reading but "the social contacts of pupils with one another and with their teachers, the opportunities afforded by the organization and administration of the school for the development on the part of pupils of the sense of personal responsibility and initiative, and, above all, the spirit of service and the principles of true democracy which should permeate the entire school." [9]

4. The leisure time objective. The librarian may be surprised to discover that training for the worthy use of leisure is one of the "Cardinal principles." The old schoolmaster who glibly taught his boys and girls that "Satan finds some mischief still for idle hands to do" applied only one preventive when he filled the

[7] National Education Association Committee on the Reorganization of Secondary Education. The cardinal principles of secondary education. U. S. Education Bureau Bulletin 35, 1918, p. 12.

[8] Charters, W. W. The teaching of ideals. Macmillan, c1927.

[9] National Education Association Committee on the Reorganization of Secondary Education. The cardinal principles of secondary education. U. S. Education Bureau Bulletin 35, 1918, p. 15.

day to the brim with problems and copy books. Recently the schoolmaster has seen that the proper training for leisure is leisure. He had supposed that the business of school was study and he was willing to relegate to the public library and the art gallery and the theater the business of spare time.

It goes without saying that the chief business of school *is* study; and study contributes enormously to the joy of life by enlarging horizons and developing intellectual resources. But modern psychology goes further. It suggests that habits are quite as essential as knowledge. Applied to the school it appears that there should be time during school hours for the stimulation of proper leisure habits. This is important for all boys and girls, but it is particularly important for the bright child, since he has more spare time than his duller friends. The librarian finds that little by little there have crept into the school program, hours devoted to sheer pleasure — concerts, dramatics, and the library hour. Of course it is impossible entirely to fence off pleasure from intellectual improvement. The point is that today the principal inserts leisure-time occupations as such into his school program without making any apology for it.

II. Routes to Educational Goals

1. Older paths. What are the thoroughfares along which the school proceeds to reach the goals set up?

The librarian knows that the favorite older method was *group instruction* through the question and answer type of recitation. A pupil "learned" pages of the text and the teacher attempted to ascertain by questioning whether the boy understood what he had learned. If individuals gave evidence of failure to comprehend, the entire class sat by while the teacher explained. This process went on until the teacher felt reasonably sure each pupil had absorbed all the knowledge possible, whereupon additional pages of text were assigned.

To the recitation were added drill work and examinations set

by the teacher. Working together on the part of pupils was forbidden. The textbook fixed the curriculum, and each child was expected to peruse and master the accepted text with such help as was available from the teacher, but not from his classmates.

2. **Newer routes.** The inquiring librarian finds much that is interesting in the newer routes charted by the educator; and furthermore the study of the new map of education clarifies better than anything else the librarian's ideas of the nature of school library service.

Group instruction is now carried on through two main processes: the socialized recitation and the project or activity. These substitutes for the old-time recitation are set forth in a variety of educational treatises, among which the following will be useful to the school librarian:

Hosic, J. F., and Chase, S. E. Brief guide to the project method. World Book Company, c1924.

Kilpatrick, W. H. School method from the project point of view. In The Classroom teacher. v. 1, p. 201-40. The Classroom Teacher, Inc., c1927.

Thayer, V. T. The passing of the recitation. Heath, c1928.

In the *socialized recitation* the emphasis is upon pupil activity as opposed to teacher activity. The class may resolve itself into a committee or a club with a pupil chairman and a program of work. Pupils test each other. Suppose a book has been read by four or five pupils and it is necessary to find out how well it has been understood. A group is formed with a pupil chairman in charge. Questions and answers come from the pupils themselves, and woe betide the boy who reports that the Black Pirate buried the treasure under a tree when it was really under a wall! The whole group sets him right.

The *project* is compactly set forth in the books mentioned above. Other terms designating a similar idea are "activity" and "unit of work." Instead of taking up the subject of mensuration formally, the teacher arouses curiosity about something involving measure-

ments. In a word, she motivates the work. The school has a new swimming tank. Let us measure it. How many barrels of water does it hold? It is deeper at one end than at the other. How does one get at the contents of a container of such queer shape? Water is metered. What does metering mean? How does a meter work? The tank is refilled twice a week. How much will it cost the school to supply the necessary water? Obviously the possibilities of such a method are limitless, and somewhere the library is bound to come in, for no one text will answer all the questions that arise.

Individualized instruction. Public school education is mass education, and heir to all the sorry defects of mass production. There has been and still is in many quarters a tendency to fit each and every child to the same educational garment and not the garment to the child. But the student of the modern curriculum soon becomes aware of a steady urge in the other direction. Time was when the only children to receive individual instruction were those having private tutors; and these children were not entirely fortunate, for they missed out on social and intellectual contacts with those of similar age. The modern school tries to preserve social values through group activities while encouraging each pupil in the group to make his own special contribution and to go as fast and as far as he individually can. Pupils may be divided into groups according to their tested capacities and rates of speed;[10] there are ungraded schools; the much discussed contract (Dalton and Winnetka) plans[11] are attempts to make the individual and not the class the educational unit. It appears that in the junior high school, and even earlier, teachers begin the search for the traits and aptitudes which may guide the pupil into the proper channels in the high school where courses utilitarian, scientific, artistic, or broadly liberal are offered to meet his individual needs. The school that is progressive enough to provide for organized school library service is almost sure to be moving along the lines

[10] These are often referred to as X, Y, and Z groups.

[11] A recent application of the contract plan to library instruction is described on p. 142-43.

enumerated, and the librarian who has not familiarized herself with recent movements is under a distinct handicap. Titles that trace the modern trend in a not too technical manner are:

DEWEY, EVELYN. The Dalton laboratory plan. Dutton, c1922.

JOHNSON, F. W. The laboratory plan of individualizing instruction. In The Classroom teacher. v. 10, p. 81-100. The Classroom Teacher, Inc., c1927.

MACPHAIL, R. C. Relation of the English department to the high school library. Library Journal 51:421-23. May 1, 1926.

PARKHURST, HELEN. Education on the Dalton plan. Dutton, c1922.

SOUTH PHILADELPHIA HIGH SCHOOL FOR GIRLS FACULTY. Educating for responsibility. Macmillan, c1926.

Exploratory courses. Closely related to the ideal of individualized instruction is the ideal of exploration. The librarian in quest of information learns that the entire junior high school curriculum is built on the theory that the child of junior school age has a right to explore, at least tentatively, every phase of human life and activity to which his curiosity leads him. And not only that, but the school should offer to the pupil a multiplicity of experiences so that his dormant interests may be aroused. Vocations are presented in survey as are other subjects such a general science. Hobbies are encouraged, and of the making of projects there is no end, for it is the recognized province of the junior to scrutinize everything from sea shells to fire alarms and from leaning towers to city sanitation.

Emphasis on social aims. One thing that stands out clearly is the educator's conviction that while the school rightly develops the individual, it must not make of him an individualist. Life, to be satisfactory, must be wholesome in its human relationships. In consequence, throughout the newer curriculum social aims are emphasized. Geography is not a process of memorizing names and locating them on the map. It is an adventure in manners and customs, an exploratory journey into the fields of commerce and industry, and a peep at terrestrial and celestial science. History has ceased to be a chronological memory exercise. Instead it is the

study of men's attempts to live together. Sewing classes learn not only that dresses should be cut the right way of the goods but that bad working conditions for factory girls have a bearing on community life and health. The school itself is organized to quicken social consciousness. Student councils wrestle with problems of discipline, and pupil committees increasingly take over social duties, such as caring for equipment, helping crippled schoolmates, acting as clerks and aids, or tutoring younger or weaker fellow-students. Even school equipment emphasizes the social concept. There are movable chairs and desks in the elementary school, and tables in the place of desks in certain departments of the high school. All suggests comradeship and teamwork.

Recognition of the pleasure element in learning. Ideal human life is happy; and the schoolman believes that the child's preparation for it should be, as far as possible, pleasurable. There is good psychology back of this, the psychology which asserts that the mind loves to retain those concepts which it had joy in the getting. Hence the curriculum provides for the development of the craftsman's skills, for the acquisition of accomplishments, and for the kindling of beautiful and wholesome emotions.

Dethroning the textbook. Perhaps most significant of all to the librarian is the fact that expanding subject matter plus other influences here enumerated have brought the textbook tumbling from its solitary preeminence. Not that the text is useless. Far from it. It has merely been humbled and now assumes its proper place — a Baedeker by which the pupil finds his way; a guide to broader experience and wider reading. Or, to put the matter in another light, in the newer curriculum any book is potentially a text if it rings true and conveys knowledge tending to the enrichment of life.

III. The Library and Education

The brief summary of educational thought and method here given and the pictures and discussion of our Foreword have but

one possible excuse and that is to reveal to the prospective school librarian the foundations upon which has been built that rapidly expanding educational edifice known as the school library.

Throughout this discussion the student has probably been conscious of the fact that the twentieth century school has been borrowing from the library, particularly in its emphasis on the individual, and on wide reading, both informational and recreational. The public library, rather than the school, was originally the instigator and the apostle of these doctrines. Obviously then, the school has no corner on the educational objectives here set forth. Inasmuch as the library is an educational institution it subscribes to the same aims.

But ultimate goals are reached by varying routes, and up to very recent years the routes pursued by the school and the library were separate and distinct. On the one side were formal instruction, the textbook, the educational lockstep. On the other were informal learning, factual and recreational literature, individual freedom. A wall lay between. The schoolmaster looked with some approval at the flowers of the mind that bloomed in the library garden, but he liked better his own well-ordered hedges and formal walks. The librarian on his side thanked the Creator of All Things Good that his garden was natural and free and not as the schoolman's was. But as years went by the wall began to crumble and neither side built it up, for a common love of things growing led to intimacies that were pleasant and profitable. The librarian learned that objective tests and scientific grouping led to speedier growth, and the schoolmaster observed that many a rare and interesting plant developed from self-sown seed rooted under favorable conditions and wisely left alone. It is not surprising that in the course of events there have been invasions from both sides. We now have educational activities in libraries and organized libraries in schools. In the light of a common acceptance of the goals of education, what are the objectives for the school library?

IV. School Library Objectives

1. To enrich the school curriculum by providing library service for pupils and teachers.
2. To acquire and organize library materials for school service.
3. To give instruction in the independent use of libraries and of books as tools.
4. To share with other departments of the school responsibility for fruitful social training.
5. To foster informational reading as a life habit.
6. To encourage the habit of reading for pleasure.
7. To develop the library habit.

1. To enrich the school curriculum by providing library service for pupils and teachers. As has already been set forth, the educator has discovered that the textbook is by itself an inadequate tool, and that it must be supplemented by a variety of other books, miscellaneous informational materials, and visual aids. To provide the service by which pupils and teachers are brought into contact with sources of knowledge outside of textbooks is distinctly a library function, and an extremely important one. Unfortunately, it has oftentimes been overlooked, those responsible for the school library thinking that to buy a collection of books was enough. In reality, the intimate personal service rendered by the librarian in bringing books and readers together is of more import than the size of the collection.

2. To acquire and organize library materials for school service. While curriculum enrichment through provision of extra-textbook materials is necessary, the objection has been raised in some quarters that the acquisition and organization of such materials do not properly pertain to the school library; that, rather, this objective is a function of the public library; and that failure to recognize this fact has led to unnecessary duplication of books and service in the community.

One answer to this objection is that the service rendered by the two institutions are parallel rather than duplicate. The school, because of its more intimate relationship with the children of the community, provides a personally conducted tour as against the free lance expeditions of the public library. Also, the school gets at *all* children, the non-readers as well as the readers. The best answer comes through study of the school curriculum. If the day-by-day work of the school requires constant and intimate use of a wide range of library resources, those resources and the expert personnel to administer them are a legitimate part of the school's equipment and personnel.

3. To give instruction in the independent use of libraries and of books as tools. Since pupils must go beyond the text for the information essential to classroom work; since the curriculum is enlarged to include the field of life interests; since projects and activities may be set astir around any phase of human thought or endeavor — then, of course, pupils must learn to work adroitly in the miscellaneous field of printed information. The same necessity is inherent in the idea of a continuing education. If, as is commonly said, the library is the people's university, then the people should learn in school to handle its resources efficiently and intelligently.

4. To share with other departments of the school responsibility for fruitful social training. When concepts such as right civic relations, worthy home membership, and the development of ethical character are among the confessed aims of the curriculum, "activities" are sure to appear as an integral part of the school program, for psychology suggests that correct ethical and social impulses must be crystallized into action before they become of real value. No textbook can make a child socially-minded. It may give him an impulse or the knowledge of what he should do; but until he has actually performed some socially correct act he has not progressed educationally. Consequently pupil organizations and student groups take over the solution of the

social problems incident to life in school and by this means quicken in themselves those ideals of fair play, citizenship, and social equity which traditional classroom discipline hinders rather than stimulates. As a department of the school, the library enters intensively into all this, and we have a social objective.

5. **To foster informational reading as a life habit.** The educational idea emphasizes the desirability of a broad acquaintance with human life in its every aspect. Some acquaintance may be gained through the classroom; some through travel and experience. A vast deal is the product of extensive reading, the vicarious experience of life. It is consequently the function of the school to stimulate the habit of informational reading. Formal classroom work has not generally led up to this habit. Pupils "take" subjects; unfortunately subjects do not take them. But the organized school library with its atmosphere of freedom and friendliness and an inclination to cater to boy and girl hobbies easily accomplishes something that the classroom accomplishes with difficulty. It makes learning through books attractive and so fosters informational reading as a life habit.

6. **To encourage the habit of reading for pleasure.** The schoolboy who hid a thrilling story of travel behind his geography in order to read it in school has no counterpart in the modern school where the book is brought out into the open and the boy encouraged to spend school hours in its perusal. To the extent that training for the right use of leisure is an educational objective, the school library is performing a proper function when it encourages the habit of reading for pleasure.

7. **To develop the library habit.** The boy or girl who lives in the company of good books while in school, who has been the recipient of friendly and helpful ministrations from the librarian, who has learned to use library tools effectively, and who has developed a reading habit, leaves school with a mind-set favorable to the continued use of libraries. But unless there has been something in his school library experience to put him definitely in touch

with public library resources he may drop his library habit as he does his Latin or gymnastics. The school has not done its whole duty unless it helps to bridge the gap between schooldays and adulthood by sending the pupil forth a confirmed user of all libraries.

Summary. Beside the educational objectives with which this chapter began, there have been set up seven objectives for the library. It is intended from this point on to take up one after another the principal activities of the school library. In each and every case an attempt will be made to measure activities against objectives, and to consider whether the activities are in line and the methods suggested for their accomplishment necessary and proper from both educational and library points of view.

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Questions and Projects

1. Show how the present-day demand for school libraries hinges on the modern curriculum movement.
2. Make a list of educational methods that depend largely upon the library. Explain in detail the reasons for this relationship in the case of one of these methods.
3. How is the development of the junior high school related to school library growth?
4. What is Dr. William F. Russell's idea of the importance of the library in the school? Why is Dr. Russell's statement significant?
5. What is the argument for providing pleasure reading in the school library? Why has such provision been opposed?

Chapter II

The School Librarian and Her Staff

I. Traits and Qualifications of the School Librarian
   1. Training
   2. Technical skills
   3. Administrative traits
   4. Business traits
   5. Vitality
   6. Liking for boys and girls
   7. Professional improvement and advancement

II. Status, Salary, Hours, and Vacations
   1. Status
   2. Salaries
   3. Hours and vacations

III. The Staff
   1. Size
   2. Assistants

IV. Librarian and Staff
   1. Duties
   2. Relation of librarian to staff

V. Contacts
   1. With pupils
   2. With faculty, school officials, and community
   3. With the public library

"The effective school librarian is one who stimulates in boys and girls a wholesome curiosity about books, and a desire to possess books; who helps to develop correct reading tastes, and encourages reading for pleasure and profit; who provides for pupils systematic instruction in the use of books and libraries, and for teachers and administrators intelligent professional service; who makes the library a center for the socialized activities of the school."— American Library Association. *What constitutes effective school library service.* Statement adopted by the Association, 1928.

I. Traits and Qualifications of the School Librarian

Librarianship is a profession. The time has passed when it can be regarded as an avocation, an accomplishment, or a clerical job. Were no other evidence available, the presence of library schools

in universities on the footing of professional schools would be sufficient vindication of the statement. In common with other professions, librarianship has in recent years been subject to the call for specialization. The medical profession is no longer made up of doctors; it is composed of surgeons, pathologists, diagnosticians, children's physicians, oculists. Librarians may be bibliographers, children's librarians, medical librarians, business librarians, school librarians. The doctor who takes up surgery is none the less a doctor. The patient likes to feel that he is more of one, that he has added surgery to a basic medical preparation. So the librarian who takes up school work is none the less a librarian. But she is in the nature of the case a specialist.

1. Training.[1] The investigator finds, on looking into the records of leaders in the school library field, that the majority have been college graduates with not less than a year of general library school training to which they have added expertness in school library work by long years of experience and experimentation. Recent attempts, such as the present one, to organize this experience into courses in school librarianship, alter the case only in so far as a textbook and special courses are substituted for experience. To a foundation of general library technique are added the study of adolescent and children's literature, school library administration and management, and an investigation of educational principles and techniques, differentiated as far as possible to meet the demands of various types of school libraries.

These points have been well stated in various pronouncements of the American Library Association,[2] of which the following is an example:

"Expert school librarianship presupposes professional prepara-

[1] For a list of accredited library schools, see Appendix I.

[2] American Library Association Board of Education for Librarianship. Second and third annual reports. A.L.A., 1926 and 1927. See sections on school librarianship, and curricula recommended for school librarians. These have been reprinted in Standards and curricula, a separate issue by the American Library Association, and in the School library yearbook no. 2, p. 79-88.

tion including college graduation, or its equivalent, and the completion of (1) at least a year of work in an accredited library school or (2) an accredited school library science curriculum of not less than 16 semester hours. It also includes sufficient courses in education, or their equivalent in teaching experience, to provide the necessary educational background." [3]

The North Central Association of Colleges and Secondary Schools in a recent report thus sums up the matter:[4]

"We need to insist on a standard of preparation calling for at least four years of college training divided as follows:

(a) Academic studies.....75 hours
(b) Education .....15 hours
(c) Library training.....30 hours"

About the necessity for double preparation has recently raged and will probably continue to rage for some time an exciting controversy. Should the school librarian be first of all a professional librarian with a super-imposed knowledge of educational techniques, or should she be primarily a teacher with librarianship as a secondary accomplishment? The latter point of view is in many localities reflected in state law. California requires that:

"No librarian shall be employed for more than two hours a day in any high school, unless such librarian holds a valid high school certificate or a special teachers' certificate in library craft technique and use, of secondary grade, granted in accordance with the provisions of this code. Such librarians shall rank as teachers, and shall be subject to the burdens and entitled to the benefits of the public school teachers' retirement salary fund law on the same basis as other teachers." [5]

To obtain the high school certificate mentioned above, the

[3] American Library Association. What constitutes effective school library service. A statement adopted by the Association in 1928 and reprinted in American Library Association Education Committee, School library yearbook no. 2. A.L.A., 1928. p. 53.

[4] North Central Association of Colleges and Secondary Schools. High school library study. North Central Association Quarterly 3:247. September, 1928.

[5] The school law of California, 1925. (Political code 1775, Sec. 6.)

librarian must have a bachelor's degree from a standard college or university, and must have completed a full year of post-graduate work, at least one-half of which has been carried on in one or more of the institutions whose schools or colleges of education have been accredited by the State Board of Education.

The legal requirements of many other states emphasize teacher-training in similar fashion.[6] Dr. Koos states in his *State participation in school library service*[7] that "the literature indicates that a librarian should have sufficient education to secure a certificate to teach in the type of school in which she wishes to act as librarian." Dr. Russell concluded from a survey of the school library situation in twenty large cities in 1926, that "the properly trained librarian must have all that a good teacher has, and, in addition, library training."[8]

This requirement appears to be definite and simple. But the curious librarian has some questions to ask: What are the traits of a teacher? The duties? When the educator demands that the librarian be a teacher, does he have in mind teacher traits, or teacher duties? Does he mean both? Or, is it a certain attitude or set of mind which he visualizes?

Much questioning has led the author to the conclusion that the educator has chiefly in mind traits and attitudes. Closely questioned, he seldom asserts that the librarian should *do* all the things that a teacher does, although he may confess to a conviction she should know *how* to do them. Traits for particular emphasis are approachability, enthusiasm, resourcefulness, organizing ability, initiative, power of intellectual stimulation, intellectual alertness, cooperativeness, adaptability, sympathetic understanding of boys

[6] And some do not! In Minnesota, for example, the standards for school librarians' certificates nowhere require librarians to hold teachers' certificates except in the case of part-time librarians who serve also as classroom teachers.

[7] Koos, F. H. State participation in school library service. Teachers College, Columbia University, c1927. p. 117.

[8] Russell, W. F. The school library situation. School and Society 24:113-18. July 24, 1926.

and girls, wide knowledge of and enthusiasm for literature for boys and girls. The last is as obviously a librarian trait as a teacher trait. As to the others, emphasis is upon psychological and administrative qualities and power of social organization rather than upon classroom techniques. The librarian is expected to comprehend these classroom techniques, but not necessarily to practice them. It is essential, too, that she should understand the teacher's problems and point of view in curriculum making and lesson planning so that aid may be given with sureness and intelligence. Many principals and superintendents frankly state that the good librarian's contribution is as much to the teacher as to the pupil. The unspoken corollary of all this is that teaching *method* belongs to the teacher; the librarian aids and stimulates excellent teaching by presenting both to teachers and to pupils fresh material organized for school use. This is assuming, of course, that the librarian gives full time to the library and is not conducting classes in regular curriculum subjects. It is better that the librarian should not conduct such classes save in the very small school where the library job is of necessity a part-time one. The only really legitimate classroom instruction carried on by the school librarian is instruction on how to use the library. While knowledge of teaching method is extremely valuable here, it should not be emphasized disproportionately to other qualifications.

The school library is, to be sure, an educational institution. So, too, are public health clinics, churches, boy scout and campfire organizations. If anyone who assists vitally in an educational program may be said to be a teacher, then the school librarian certainly is one. So, too, are scout masters, campfire guardians, authors, and ministers.

But the excellent librarian is more than a teacher. She is a technician whose particular field is the organization of printed material for educational service, an administrator, and a business woman.

2. **Technical skills.** School librarianship makes heavy de-

mand upon technical skills which, as will appear in later chapters, are those common to librarianship, revised and adapted to meet school conditions. They include book selection and purchase, classifying, cataloging and circulation work, and certain mechanical arts such as labeling, repairing, and binding. It is true that in some large city systems technical processes like cataloging and classifying are cared for in a central office, the librarian in the school having but little share in the work.[9] But this is not the usual situation. The school librarian never knows when she may be thrust into a position akin to that of the worker in the small public library who must be order clerk, classifier, cataloger, and circulation head all in one. It behooves the prospective school librarian to know something of every technical process common to skilled librarianship. Important character traits involved in the successful execution of these processes are accuracy, neatness, system, industry, organizing ability, tact, judgment, and patience.[10]

3. **Administrative traits.**[11] More than any other department of the school, unless it be that of social guidance, the library is an administrative division. The relation it bears to other school departments is not merely that of teamwork, although that is important. The library works *for* departments as well as with them; and it is heir to administrative perplexities second only to those of the school office. A single department or teacher may not be allowed to overdraw the book fund at the expense of another; questions of programming arise — the 7 B's must be given an equal chance with the less numerous but more insistent 9 A's; it is necessary to convince the teacher of chemistry that books useful to his classes are also in demand by foods classes and therefore cannot be segregated in the chemistry laboratory; book casualties and

[9] See p. 306.

[10] Students interested in pursuing further the study of library traits will find significant analyses in Flexner, J. M., Circulation work in public libraries. A.L.A., c1927, Chap. 13; and in other titles in the Library Curriculum Study series.

[11] See also Chaps. XII-XIV.

circulation delinquencies are to be arranged for in cooperation with the office; a staff of assistants professional or otherwise is to be scheduled and held to the necessary *esprit de corps*. Most assuredly the librarian needs the qualities of the good administrator.

4. Business traits. The school librarian frequently engages in much real business and builds up the routines essential to carrying it forward efficiently. Prime qualifications are promptness, system, accuracy, and definiteness. Routines concerned with budget-making and the acquisition of printed materials and supplies are taken up in Chapter 10, on business practice. Fines and penalties are considered under Circulation, which is in itself a form of business record keeping. The librarian seldom is and never should be burdened with the elaborate grading and attendance records kept by teachers. Legitimate and frequently required library records are reports of progress, simple statistical compilations covering such items as inventory, acquisitions, circulation figures, attendance totals, reference questions answered, the number of groups using conference rooms. Most school librarians soon discover that the cold figures regarded as useless abominations are most effective tools when the principal, the supervisor, or the school board is to be approached for funds or additional equipment. "We are over-crowded," "We haven't books enough," are indefinite assertions that do not carry. But when the principal is presented with a tabulated statement showing how many children stood up or sat on the window sills during each of six periods a day, five days in a week, decisive action is had. The principal has a better basis for conclusions than his own hasty glimpses, and he has something definite and in writing to lay before the superintendent and the board.

This matter of getting things into writing is worth dwelling upon. Many a complaint from a librarian that the school administration is not interested and will do nothing is a boomerang indicating that the librarian has given the administration nothing definite to think about nor to act upon. Even small matters of

policy and requests for rulings should be submitted in writing, with duplicates filed for reference when the matter comes up again.

Salesmanship is demanded of the librarian in the school; not only the craft which "sells" the right book to the right boy, but the technique which demonstrates the value of the library to the whole school including its administrators. The wise school librarian looks for advertising values in reports and statistics and finds ways to present them effectively. This may be done by interlarding dry reports with terse comparative statements, or by adding records of progress and simple stories of cooperative plans and projects in which the library has had a hand. Another method of presentation is through school and local news sheets. The amateur journalists of the school paper soon come to recognize the library as a prolific field for news if the librarian has the wit to jot down small happenings and significant statistics which may be made into "stories"; and the "Notown Daily News" may occasionally be led to present a feature story illustrated with pictures of the browsing corner and a book week pantomime. Library plays and assembly programs are salesmanship disguised, and bulletin boards and exhibits add their quota to advertising opportunity. That school principal who suggested that every member of his staff, including the librarian, should study the methods of effective salesmanship gave sage advice.

5. Vitality. Health and a good constitution are essential to the worker in any field. Nowhere do they score higher than in school librarianship with its day-after-day association with ever changing groups of effervescent youth. Vitality is a trait frequently mentioned by school principals, and by that they mean the sort of physical buoyancy that leads to enthusiasm and good humor, steers clear of nerves, and ends in a strong, balanced personality capable of leadership. The school library is no place for the bookworm the recluse, or the half-alive. Its doors are wide open to that one who can play hard as well as work hard. It was not a school librarian who wrote:

"When I was young
I dared to sing
Of everything
And anything

. . . . . .

"And though an older wight I be
My soul hath still such ecstasy
That, on a pulse, I sing and sing
Of Everything, and Anything!" [12]

— but it might have been. The school librarian will take time for exercise and sports. She will lead a vigorous physical life.

6. Liking for boys and girls. A sincere liking and enthusiasm for boys and girls is a prime requisite for the school librarian. The individual who finds it difficult to get the child's point of view or who is irritated by the restlessness and movement inevitable where many boys and girls are gathered together should not attempt school library work. Moreover, it is not sufficient merely to accept passively or to endure silently the ebullitions of school life. The librarian must honestly share in them, laughing instead of scolding when she finds the ink bottles labeled "Shake well before using"; inquiring after the sprained ankle that may upset the year's football prospects; taking notice and showing a genuine appreciation of hobbies and projects; sharing sympathetically in juvenile woes and problems.

7. Professional improvement and advancement. Professional improvement for the school librarian proceeds along two lines: librarianship and educational vision. One is as important as the other. To achieve the first the school librarian reads widely in the field of juvenile literature, keeps up on professional publications, such as library journals, reports, and proceedings, and occasionally breaks away from the job for a day or for a year to visit other libraries or to secure mental and physical refreshment through study or travel. Attendance upon library conferences both

[12] Stephens, James. Collected poems. Macmillan, 1926.

local and national is also indicated; and participation in committee service fostered by professional organizations has values beyond the immediate objects of the committee, for it leads to helpful and inspiring personal contacts. On the educational side, horizons are widened in similar fashion, the only difference being that the literature read and the organizations affiliated with, have a school instead of a library background; and that more than in the general library field, graduate study is expected and sometimes required. To keep up with two professions instead of one has its difficulties. But it is a challenge the school librarian must accept.

II. Status, Salary, Hours, and Vacations

1. Status. Twenty years ago a young library assistant wrote to two experienced librarians with reference to taking a school library position. "Stay out of it," returned one. "Your status will be absolutely uncertain. You may be anything from the principal's secretary to the custodian of supplies." "Go in," wrote the other. "It's an open field where you make your own position and fix your own status if you are worth your salt."

The librarians who "went in" twenty years ago have done much not only to establish their own positions but to fix the status for others. It is seldom nowadays that the school librarian is classed with clerical help. It occasionally happens that under public library administration she may be ranked as a detached expert like the school doctor, but not often. In the majority of cases, the intimacy and constancy of the librarian's daily ministrations give the prestige, if not the name, of faculty member. When the librarian is employed directly by the school board, the rank, at least in progressive schools, is that of a faculty member. In high schools it may be that of department head.[13] This is as it should be,

[13] National Education Association Committee on Library Organization and Equipment: C. C. Certain, chairman. Standard library organization and equipment for secondary schools. A.L.A., 1920. (See sections headed The librarian.)

National Education Association and American Library Association Joint

provided qualifications for the position are on a par with those for the teacher. This, as we have seen, is not equivalent to saying they should be the same.

2. **Salaries.** Salaries are generally fixed by status. If the school librarian is a member of the public library staff, the logic of the situation suggests the library schedule as a basis; if an employee of the school board, the teachers' schedule. This is not as simple as it sounds. School hours and school vacations differ from those of public libraries and school salaries are frequently higher. One of the sorest points in all school library administration is just here. Statistics show that public library salary schedules are advancing — perhaps partly because of openings in the school field. In the meantime city library systems are making the best adjustments possible. Eventually there may be parity between the two. As things stand, the disparity is sometimes more apparent than real, for while the school board employee may receive more per month, there is a long summer vacation with no salary, whereas the library employee is paid for twelve months including a vacation. Comparison must always be made on the basis of total annual salary. In 1928, statistics made public by the American Library Association Committee on Salaries showed that the average minimum salary paid junior and senior high school librarians in the 45 cities reporting was $1,632.00 per year, and the average maximum, $2,421.00.[14]

3. **Hours and vacations.** There is so little uniformity in the hours of service required of school librarians and in vacations allowed, that the candidate for a position can judge of its desirability with relation to these points only by inquiring about them in advance. In a good many cases the *working schedule* of the school librarian is less than that of the public librarian. This is because the hours the school library is open tend to parallel school hours,

Committee: C. C. Certain, chairman. Elementary school library standards. A.L.A., 1925. (See sections headed School libraries)

[14] The 1929 figures were $1,514.00 and $2,419.00, with but 24 libraries reporting. It is therefore felt the 1928 figures are more representative.

with the possible addition of periods before and after school; because the librarian is counted as a faculty member; and because service to pupils is not given during vacations.

There are pitfalls here. The good teacher spends many an hour preparing for class work and checking on it. Tests, examinations, records, and extra-curricular activities lengthen the day's schedule and occupy evenings. The teacher's day is not as short as it appears to be. On the librarian's side, the school day is so full of duties that there is little opportunity for carrying forward technical processes like cataloging, and keeping up clerical records. When working independently of a central office the librarian will require considerable extra time for such technical work, and the one who is employed within a centrally organized system will attend frequent Saturday or after-school conferences and is often expected to devote at least a portion of each vacation to catching up on technical processes.

In the small public library with limited staff it is assumed that working hours will exceed hours open. The same assumption is properly made concerning the one-librarian school library. The author submits that five such extra hours per week may be required to keep the library in running order. We may approximate the number of hours open per day at seven. Multiplying seven by five, the number of days in the school week, and adding the five extra hours, we get forty hours as the school librarian's week. This, it is interesting to note, matches fairly well the schedule of the public librarian.[15]

It is felt in some quarters that a shorter schedule is desirable for the school librarian because of the great strain and concentra-

[15] There is a general impression that hours for public and college librarians should approximate 40 per week. Some libraries run considerably under this schedule, the American Library Association Survey of libraries in the United States (A.L.A., 1926. v. I, p. 138-40, 265-66) reporting a number of public libraries that require only 38. Others run above 40. College libraries frequently have shorter hours in summer than in winter, which brings the minimum under that of public libraries.

tion of school library work. Rather more than the public librarian, it is argued, the school librarian has a continuous full house and a greater pressure of supervision and discipline. But in the opinion of the author it is unsafe to be didactic because so much depends on both sides upon temperament and school organization [16] and working conditions. Until scientific investigation demonstrates otherwise, there seems to be no very reliable reason for advocating hours for the school librarian essentially different from those of other workers in the same profession.

Hours for the part-time librarian present a knotty problem. It has often happened that a school has designated a member of the faculty as part-time librarian in order to conform to state law and has then so arranged the schedule that but a single period has been left free for library duties. The result has been that librarianship has fallen into disrepute and the encumbents of the equivocal position of teacher-librarian, after having prepared themselves for it in college, have written back to their alma maters requesting silence on their library qualifications in case of future recommendations for positions. A few states have prescribed a minimum number of hours of service for the part-time librarian. New York varies from one period for schools with enrollment of less than 100 pupils to five periods in schools with an enrollment of 500-700.[17] It can safely be said that in most cases the time allotment is insufficient. It is a very small library indeed which does not require at least half-time for effective service unless, of course, all technical work is cared for by an external agency like the county library.

Coming back to *hours open* as opposed to working hours, some practical considerations are offered for the library serving (a) the school only, and (b) the school and the community.

[16] See also discussion of programming, Chap. XII, Sec. II and III, p. 328-35.

[17] Koos, F. H. State participation in public school library service. Teachers College, Columbia University, c1927. p. 93.

The library serving the school only:[18]

Should be open at least half an hour before school to allow pupils and teachers to secure materials for the day's work;

Is wisely kept open during lunch periods if pupils and teachers remain in the building for lunch, even though only partial service is attempted;

Should be open after school for purposes of circulation, reference, free reading, and group activities unless the rules of the school forbid pupils remaining in the building. This occurs in some elementary schools located where traffic conditions are bad. In the high school the library may remain open from sixty to ninety minutes after school. As a rule, pupils will not care to remain longer;

May be open for the duration of the evening school session if there is an evening school, and possibly fifteen minutes before and after. This service has been significantly developed in several schools;[19]

Might be open during vacations for free reading and reference, especially if public library facilities are lacking. It has been too easily assumed that the library must close because the school closes. The growing use of school buildings during the summer may some day cause total abandonment of this idea.

The library serving the school and the community[20] follows public library hours except that the morning opening may be earlier to accommodate pupils. If the hours include evenings, Saturdays, and Sundays, the school librarian is not expected to cover the entire schedule.

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[18] See also Chap. XII.

[19] The evening school library has been well described by Mary E. Hall in an article in Wilson, Martha, School library experience. Wilson, 1925. p. 81-90. Miss Hall writes (June, 1929) that "mention should be made that in New York since 1919 at least ten evening school libraries have been open and that Cincinnati and Detroit, and I think Cleveland and Denver and possibly Los Angeles, have these night school libraries."

[20] See also discussion of this type of service on p. 404-08.

III. The Staff

1. Size. The Certain Standards [21] have by general acceptance fixed the size of the ideal high school staff as follows:

Enrollment	Librarians	Professional Assistants	Clerical Assistants	Pupil Assistants
Below 200	1 full-time (The ideal. Smaller schools may employ 1 teacher-librarian)			One or more
200-500	1 full-time (May also supervise grade school libraries)			As needed
500-1000	1 full-time	1 full-time for each 1000 pupils		See note 22 below
1000-3000	1 full-time		"A clerk or page, or student pages should be employed."	See note 22 below

Unfortunately, not many schools have reached this ideal, although a number of those best known for excellent work have approximated it.

The high school library study made in 1928 by a committee of the North Central Association [23] suggests the following as tentative and attainable standards:

Enrollment	Number of Librarians
(a) Below 250	1 half-time librarian
(b) 250-499	1 full-time librarian
(c) 500-999	1 full-time librarian and 1 half-time librarian
(d) 1000-1999	2 librarians
(e) 2000, up	2 librarians and 1 half-time librarian for each additional 1000 or major fraction thereof

[21] National Education Association Committee on Library Organization and Equipment. Standard library organization and equipment for secondary schools. A.L.A., 1920.

[22] Although pupil assistants are not mentioned for larger schools, there is no reason for their not being used there as needed.

[23] North Central Association of Colleges and Secondary Schools. High school library study, 1928. North Central Association Quarterly 3:246-51. September, 1928.

A qualifying factor that has not been taken into account in setting up standards has been the amount and nature of the help given the individual school library by the central system. Other things being equal, it is obvious that a library operating as a unit in an organized system with cataloging and other technical processes cared for by a central office does not require the staff necessary to the independent library.

For the elementary school, standards are apparently waiting on further development of the elementary school library. It is assumed that any but the very small school will employ a full-time librarian.

2. Assistants. The necessity for assistants in schools approaching or exceeding one thousand enrollment has not been sufficiently emphasized in practice, and many a school librarian faces the dilemma of neglecting technical organization in order to give the personal guidance which pupils require, or of cutting down on the more personal and human phases of her work in order to keep organization intact. More than this, it is apparent to anyone perusing school library literature that there is no uniformity in the use of the word "assistant." It may mean a ten-year-old pupil aid or a professionally trained librarian. For the sake of clarity we shall therefore arbitrarily assign certain qualifying adjectives to the word and attempt a classification of school library service. Assistants, then, are of the following kinds: professional, clerical, mechanical, and pupil.

Professional assistants. By professional assistant is meant what is commonly known as an assistant librarian. For this position the Certain report suggests that "standard requirements . . . should be the same as for the librarian," and that "there should be no distinction between librarian and assistant librarian in the requirements for eligibility except in the matter of library experience."

Clerical assistants. A clerical assistant is an individual capable of doing office work such as typing, simple filing, and record keeping. This assistant may be employed on the same basis as to salary, qualifications, and hours as any other clerical helper in the school,

such as the clerk or stenographer in the principal's office. Or he may be either an advanced pupil in the commercial department assigned by his teacher to the library so many hours per week for practice work with school credit, or any pupil sufficiently skilled in clerical performance to volunteer his services in the library. In the last two cases the clerical assistant is also a pupil assistant.

The possibilities of paid clerical assistance have not been sufficiently experimented with in school libraries. In many situations the librarian would do better to ask the school board for the services of a helper frankly hired as a clerical employee than to accept the services of the meagerly trained "assistant librarian" the school officials are willing to provide.

Mechanical assistants. The page is the chief mechanical assistant, although lettering, pasting, and mending may require considerable time from someone else. The page may be, and usually is, paid by the hour as in the public library and his hours are so arranged as to provide for the speedy shelving of books during or following rush periods such as before and after school. One high school library with a book collection of 10,000 and a circulation of approximately 6000 per month keeps a page busy for two or three hours each day. On rush days he does little but shelve; on lighter days he divides shelf-reading with the clerical assistant.

The work of the page may be assumed by a volunteer pupil helper, in which case we have again a pupil assistant. Or in the very small library the services of a page may be altogether dispensed with, the pupils being taught to do much of the shelving themselves. Librarians in large libraries should not be misled, however, into thinking that shelving and shelf-reading can be satisfactorily taken care of without the provision of specially trained help. Nor should the librarian in such a school personally undertake the business of shelving. It is not good economy to spend $2.00 time on a 25 cent job.

Pupil assistants. Provision for the training of pupil assistants and consideration of the social values in pupil aid are considered

elsewhere.[24] If funds permit, the paying of a small wage (perhaps 25 cents per hour) is an excellent plan. The paid assistant feels a responsibility for regular and conscientious work that the volunteer seldom feels. If this plan is to be used, a definite sum for pupil help should be included in the yearly budget. In all cases it should be kept in mind that the duties pupil assistants may perform parallel those of mechanical and clerical assistants and not those of librarian or professional assistant.[25]

IV. Librarian and Staff

1. Duties. It has been suggested that there is much haziness as to the functions of the school librarian. This has been because duties have not been carefully defined. Possibly the veil of uncertainty hanging over the boundary lines between librarian and staff, and librarian and teachers has been partially cleared up by foregoing discussions.[26] The appended chart (page 35) may do still more. The nature of the duties listed is considered at length in other chapters and need not be enlarged upon here.

It will be noted at once that in order to set off the various types of duties properly the chart assumes a considerable staff. In an actual situation it might be possible to differentiate even more closely and to assign administrative duties to the librarian alone. Usually, however, the process is the reverse, the librarian carrying all duties straight through from administrative to mechanical. Occasional librarians may object that some duties classified as clerical or mechanical are properly technical and should be assigned to none but professional assistants. Among such duties might be inventory, charging books, and mending. The important thing to notice is that while professional workers *may* undertake clerical and mechanical jobs, pupil, clerical, and mechanical assistants should

[24] Consult index under Assistants, pupil and Vocational guidance.
[25] See diagram of duties of the school library staff in Sec. IV.
[26] It is suggested that the student here turn ahead and consult Chap. IV, p. 84-85.

Pupils Helping in the Workroom

Librarian and Professional Assistants

Professional Work

Administrative

- Directing library policy
- Scheduling and supervising staff
- Programming pupil attendance
- Planning library quarters
- Planning and arranging equipment
- Business administration
  - Budget-making
  - Working with central office
- Making reports
- Cooperating with:
  - Public library
  - Teachers
  - Pupil organizations
- Making contacts with:
  - Parents and teachers and their organizations
  - Professional organizations
- Publicity work
- Attending library conventions

Technical

- Evaluating
  - Books
  - Periodicals
  - Pamphlets and miscellany
- Selecting
  - Books
  - Periodicals
  - Pamphlets and miscellany
- Acquiring
  - Books
  - Periodicals
  - Pamphlets and miscellany
- Accessioning
- Classifying
- Cataloging
- Shelf-listing
- Indexing
- Filing in catalog
- Determining binding routines
- Organizing picture and pamphlet collections
- Organizing lending system
- Keeping up on professional reading

Educational

- Reference work
- Bibliography making
- Reading guidance
- Library instruction
- Project making
- Assisting teachers in project making, curriculum enrichment, professional improvement
- Assisting parents and teachers in reading guidance, pupil adjustments
- Preparing exhibits
- Studying curriculum
- Cooperating in school policies by directing clubs, attending faculty meetings, teachers' conventions
- Reading educational literature
- Visiting classes
- Maintaining discipline

Pupil, Clerical, Mechanical Assistants

Clerical Work

- Typing
  - Correspondence
  - Bibliographies and lists
  - Orders: books, supplies, etc.
  - Request letters
  - Overdue notices
  - Fine notices
- Charging books
- Filing
  - Circulation
  - Clippings
  - Pictures
  - Periodicals
- Checking orders
- Taking inventory
- Keeping statistical records
- Checking attendance

Mechanical Work

- Shelving and shelf-reading
- Lettering
  - Books
  - Pamphlets
  - Pictures
  - Posters
  - Signs
- Pasting and stamping books
- Mending books
- Caring for periodicals
- Mounting pictures
- Collating books
- Cleaning books
- Library housekeeping (i.e., picking up, arranging chairs, etc.)

Note: This chart has been developed on the basis of a duty analysis made under the direction of Dr. W. W. Charters and as a part of the American Library Association Curriculum Study.

not undertake professional jobs. A clear understanding of this point is essential to proper staff organization in the school library.

2. Relation of librarian to staff. A few school libraries have been officially recognized as school departments with the librarian officiating as department head. This is the ideal set up in the Certain report. But whether or not the library has received this official recognition, it is customary to assume in schools large enough to employ more than a single librarian that one is the head — usually the one with the best experience or longest service record. When the library functions as a unit of the public library or as a part of an organized school library system this head is responsible to the director of school libraries and to the principal of the school; when the library functions as an independent unit, responsibility is to the principal only. In all cases, assistants should be responsible to the head. But because of the small size of school library staffs, the relationship between assistant and head is ordinarily informal, the head serving more in the capacity of chairman than in that of a superior officer or supervisor. This is as it should be, regardless of size. In such informal groupings, staff meetings, if there are any, resolve themselves into committees of the whole to decide amicably upon a division of labor or to discuss library policies. Certain things naturally accrue to the chairman. Among these are the arrangement of schedules and official representation of the group. Beyond this, the less assumption of authority the better. In case of unadjustable disagreements the head decides; and in the long run the policies of the library must be those of the head, for the head is responsible to those higher up. But such policies should seldom be arbitrary decisions arbitrarily arrived at.

V. Contacts

1. With pupils. *Comradeship* is the word that best expresses the relationship between the librarian and the pupil. It may be chiefly a comradeship of the mind: a happy sharing of intellectual enthusiasms, a certain togetherness in the quest for knowl-

edge. Or it may go farther and become a very personal and human relationship, the librarian, like the good teacher, giving to each boy and girl of her sympathy and understanding and experience, and receiving in return trust, confidence, admiration and friendship. All this must be achieved without sentimentality or playing favorites. Humor is a saving grace. The librarian blessed with a touch of whimsicality or a gift for nonsense will never fall over on the side of sentiment; an attitude of justice and fair play plus dignity will save the day for others.

The wise librarian is never a meddler. After all, boys and girls must educate themselves, and there is no spot better adapted to self-education than the library. It is the librarian's task to provide the right conditions and scatter the food — and "to keep at least one chair dusted for the dreamer of dreams." [27]

Someone is asking about discipline. How does the school librarian keep order? Is it not a heart-breaking task with such crowds of boys and girls, such hurrying to get work done?

The real solution, as is indicated in Chapter V, lies in development of the right social atmosphere. The school librarian troubled about discipline will get most help from a study of child and adolescent psychology and from observation of the methods of successful teachers and social workers. The writer holds in vivid recollection her first experimentation with the method of a noted juvenile judge who had written that he never accused a boy of a misdeed; instead, he inquired privately of the boy why he thought he had been taken into custody and asked him to tell his story. How it worked! There was poured into the astonished ears of the librarian a half humorous and wholly honest confession of small misdeeds that she had never even suspected. And when the culprit found that there was to be no "bawling out," that bugaboo of the adolescent boy, but that instead the appeal was to his sense of honor and fair play, he made awkward but hasty apology and

[27] Eaton, W. P. Literature and Miss Lizzie Cox. New York Libraries 7:6-12. November, 1919.

escaped with all speed down a convenient hallway where the redness of his face would not be a cause for comment.

The good librarian is reasonable. Movement and confusion are inevitable during the passing of classes. Why not let it be understood that they are to be ignored unless they enter the field of rowdyism? Calling for order is useless while pupils are still searching for books or finding seats. But given a leeway of four or five minutes, entire pupil groups can be trained to settle themselves and achieve silence without any sort of signal. "What!" says the librarian, "Are we such very little children we have to be told to stop talking when the curtain goes up or the service begins? Why then a quiet signal in the library? Let's become silent of our own accord."

The good librarian never nags. When a general announcement is made or a new rule is set there is no attempt to establish it by constant reiteration. Instead, individuals are called to account privately.

Always and everywhere the good librarian suggests that which it is desired to achieve. Serenity of manner and a quiet voice bring returns in whispered requests and noiseless feet; a twinkle of the eye gives the signal for smiles when smiles are in order; a bit of verse read or repeated at the right moment transforms restlessness into attention and turns thoughts into desired channels.

The good librarian is self-reliant in discipline. Cases are not carried to the principal's office except as a last resort or where the offense is such as to be a matter of general school concern. Neither is a teacher brought into the library to keep order, although she may come to assist the pupils in her class or to take charge of attendance records or seating arrangements when the room is huge and the library staff small.

It is easier to catch the spirit of the right relationship between librarian and pupil than to explain it. What has been written above may give clues. The spirit may be found in the writings of school

librarians. The following articles in Martha Wilson's *School library experience* are suggested for reading:

FARGO, L. F. New gangs for old.
HALL, M. E. A day in a modern high school library.
LOVIS, MARION. The diary of a school librarian.

A recent article is:

SCHARS, EVA. A day in a platoon library. The Platoon School. June, 1928. Also in Wilson Bulletin 3:383-88. December, 1928.

2. With faculty, school officials, and community. That librarian makes the finest contacts with the faculty and with school officials who combines dignity and respect for her job with respect for the teacher's job and with cheerful service and initiative. The librarian's labors look in large measure toward curriculum enrichment through the teacher, and so, instead of waiting to be asked, she often takes the initiative, suggesting materials and volunteering aid while carefully avoiding officiousness.

The librarian is an excellent teamworker. This is shown not only in close daily cooperation with teachers but by willing service on committees, and participation in school enterprises.

In dealing with school officials the librarian is always tactful and businesslike. These are busy folk, and may not very well understand the library, which, after all, is only one cog in the big educational machine. A certain amout of humility in the presence of this machine is desirable. The librarian inclined to criticize should look first to her own defenses. It is entirely possible that her ignorance in the school field is quite as appalling as the schoolman's ignorance in hers. Adaptability to the rules and business routines of the system, willingness to consider economy, and to give way in small details while standing for principles, cheerful compliance with requests for information — these are points for major emphasis.

The school librarian should know the community. She should make herself a part of it. Opportunities to do so come through occasional membership in civic, social, and welfare organizations,

through taking part in programs, by exhibits and social functions held in the school and in the library. Parent-teacher meetings held in the latter may quicken the interest of mothers and fathers in juvenile reading, and lead to personal conferences on children's literature and reading problems helpful to parents and librarian alike. The school librarian, like the modern teacher, is alive to all of life, and not merely to so much of it as is comprised within the covers of a book.

3. With the public library. The school librarian's relation to the public library may be an official one. But whether official or not, the relationship should be cordially friendly and characterized by mutual understanding. The school library has everything to lose by adopting an attitude of aloofness towards the public library which is an institution with longer experience and wider resources. The school librarian should know these resources thoroughly, not only to draw upon but to refer to, even making the school's scantier resources the excuse by which boys and girls are introduced to the larger storehouse. Actual methods of cooperation are taken up elsewhere in this book under such topics as reference work, circulation, reading guidance, and administration.

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QUESTIONS AND PROJECTS

1. What is your definition of a school librarian? Should the school librarian teach children how to read? Why?
2. Prepare a schedule of hours and duties for the staff of a library in a senior high school having an enrollment of 1500. The staff is composed of the following: 1 full-time librarian, 1 half-time clerical assistant, 1 page (2 hours per day), and 1 pupil helper (1 hour per day).
3. Prepare for the principal a report on the use for one month of the two conference rooms in a junior high school library.
4. Should the school librarian take time from the library to attend school assemblies? Basketball games? Commercial club luncheons? Give reasons for your opinion.
5. What do you think should be the minimum number of hours of

library training for the librarian in the high school? The junior high school? The elementary school? How many education credits should be required? Why?

6. A junior high school librarian has a six weeks' summer vacation and the regular school vacations at Christmas and Easter. Prepare for her a reasonable weekly schedule showing number of hours of service.
7. Should pupil assistants be allowed to shelve books? To index the picture collection? To prepare bibliographies for class use? To take inventory? Why?
8. Should a clerical assistant do shelf-listing? Accessioning? Organize the information file? Give reasons for your answer.
9. Should a professional assistant take library problems directly to the principal? Why?
10. How would you proceed with a group of high school boys who made a point of slamming their books on the table and continuing conversation after the rest of the room was quiet? With two girls who spent the library period giggling and writing notes?

Chapter III

Socializing School Library Management

I. The Social Ideal
   1. The field for the social ideal in the library

II. Objectives in Socialized Organization

III. Conditioning Factors
   1. The social ideals and organization of the school
   2. Equipment
   3. Pupils' programs

IV. Pupil Aid as a Project
   1. Mechanical processes
   2. Clerical processes
   3. School routines and discipline
   4. The problem of missing books

V. Methods and Plans
   1. Clubs
   2. Library committees
   3. Student self-government
   4. Cooperative plans and special projects
   5. Pre-vocational classes
   6. Rewards and honors

I. The Social Ideal

The socializing function of the modern public school curriculum cannot be overemphasized. But the advance movement in education has not confined itself to the socialization of subject matter; it has extended to methods of presenting that subject matter and to the organization of the school. The librarian as a novice breaking into school work by way of educational literature becomes conscious of continued emphasis on the words "situations" and "activities." It is necessary to set up a school situation, says the writer of the text on method, which shall approximate a life situation — in a nutshell, to create in the school a miniature world, or a segment of it, filled with things to be done and problems to be solved just as the adult world is, and, more than that, filled with people

with whom one must learn to live squarely, fairly, and amicably while pursuing activities and solving problems. Visit an elementary school and note the collection of neatly labeled packages, bottles, and cans housed in a corner. That is a grocery store. Today Henrico Giolotti is the grocer. The other members of the class will go a-marketing with their hands full of pasteboard money. Each would like to be the grocer, but that is an honor only to be won through demonstrated ability to figure. The prices of Henrico's wares are marked on the containers. When Julia has indicated a desire to purchase three pounds of coffee, six bars of soap, and one ounce of pepper, Henrico must figure the bill and make change, Julia checking to see that all is correct. The arithmetic class has been put into a life situation, fraught with problems and activities.

An educational situation is created when the civics class organizes itself as a common council; when the journalism class edits the school paper; when the botany class undertakes to study the weeds on a vacant lot with methods of weed control as an objective. The school project is a "situation"— nothing more or less than a sector of life set in a schoolroom frame.

Some schools have gone so far in socialization as to attempt organization as municipalities with mayor and council, courts, and administrative offices. Such extensive pupil government plans flourish best in the junior high school; but most up-to-date senior high schools have at least a student council or advisory board, and far-seeing principals encourage pupil responsibility wherever possible by turning over the management of school activities to student managers, traffic officers, stage crews, hospitality committees, and similar groups.[1]

1. The field for the social ideal in the library. The school library shares in the duties and privileges of the socialized school not merely as an assisting mechanism, but actively, and on

[1] National Education Association Committee on Character Education. The school community. In its Report, 1926, p. 28-35. (U.S. Education Bureau Bulletin, 1926, no. 7.)

its own as a department so blessed with exceptional opportunities for such service that the entire functioning of the organized library is planned with an eye to social values.

II. Objectives in Socialized Organization

Why is socialized organization valuable and why does the librarian cudgel her brains for ways and means to use the energies of boys and girls?

1. **To create interest in the library.** It is well known to social workers that the way to create interest in an enterprise is to make it a community affair and to give to as many persons as possible a hand in its conduct. The school library profits by the same rule of psychology. To secure the pupil's interest, give him a library job and encourage him to work with others for the welfare of the institution. In addition to interest there develops also a sense of ownership. This, says the pupil, is *our* library, not the librarian's, and it is therefore twice as valuable. His reasoning leads directly into a second social objective:

2. **To develop a correct social atmosphere.** *Our* library and *our* books must be carefully handled. The librarian belongs to us too. She is a marvelous person; she can find anything. But she's dreadfully busy; maybe we can do something to help her — shelve the books we have used, or paste pockets in that package of new ones — wouldn't it be great to do that?

The pupil's reasoning leads him on to the margins of the third objective:

3. **To provide social and ethical training.** Since the library belongs to us, the pupils, social and ethical problems are our concern.[2] To deface furniture, mistreat books or fail to return them isn't so very bad as long as the net result is to annoy the librarian. But suppose, instead, it injures our gang, spoiling what it is a privilege to use, or depriving individuals of what they very

[2] See also the discussion of social training and the reference to an article by Miss Hall, p. 56.

much wish to read? We have a personal interest here. Rules must be made and enforced, not because authority personified in the librarian and the principal says so, but because we, the pupils, appreciate the need for them.

This way lies the solution of the discipline problem, that bugbear of the inexperienced librarian in whose mind it is chiefly associated with police work and the big stick.

4. To free the librarian of mechanical and clerical work. Prime objectives in socialization have been stated. Pupil participation in library routines should be adopted as a principle because of its contribution to the social development of the pupil, and not primarily because of benefits accruing to the librarian. Such benefits do accrue, but they are in the nature of by-products: freedom from the strain of eternal surveillance; some relief from time-consuming routines; a joyous working comradeship supplanting friction and coercion.

The librarian should not make the mistake of thinking, however, that pupil participation will decrease the number of her duties. In reality, it may take more time to teach a boy to perform a library task satisfactorily and to supervise his work than for the librarian to perform the task herself. Moreover, the very process of participation leads to added demands, for the more pupils do, the more they want to do; and the field of library activities grows apace.

5. To aid in the choice of librarianship as a vocation. Pre-vocational training as an objective of the library instruction course is discussed elsewhere.[3] Neither there nor here does it seem wise to urge the vocational objective as a matter of first importance. The writer knows of four girls now librarians who received their first urge towards the profession while helping in the school library. The school librarian enthusiastic about the work and interested in seeing that the right individuals enter her profession will naturally encourage likely boys and girls by making possible that

[3] See index under Vocational guidance.

glance behind the scenes which may give the desired mind-set. But such pupils are a handful in the great mass of the school to whom the librarian must offer even-handed service. We are dealing with a secondary objective.

III. Conditioning Factors

Any library may develop a helpful social atmosphere whether the school as a whole has it or not. It may indeed be the starting point for the entire school. But no librarian can or should rush into ambitious plans for pupil participation without first considering the ideals and organization of the school, equipment, and time distribution on pupil programs.

1. The social ideals and organization of the school. The socialized library fits into the thoroughly modern school, whether it be elementary, junior, or senior high, as a hand to the glove. *Per contra,* there are complications when the school has not yet emerged from the lockstep of the older curriculum and the older method. "What!" the scandalized teacher apostrophises the librarian, "Are you going to encourage a pupil to read or to help in the library regardless of whether he is doing good class work? Are you going to let groups gather in a conference room with no one but a pupil chairman in charge? Are you going to wait for a pupil officer to settle a noisy table when you could do it quicker yourself?" [4] The librarian must move cautiously. With reference to the teacher's first criticism, for example, the librarian may doubt whether participation in library service and library privileges should very generally be made a reward of virtue. It may seem perfectly obvious that the library is the means of intellectual stimulation rather than the reward for it. But the teacher has not as yet realized this, and so the librarian personates the diplomat, for she owes allegiance to the methods and ideals of the school. She must play the game with the teachers as well as with the

[4] Hostetter, M. M. Neglected opportunities in the high school library. Public Libraries 30:514-17. November, 1925.

pupils. She restrains the impulse to put at the immediate disposal of John Henry, who loves aviation but hates physics, all the books on the former subject, and warns him that the continuance of his library privilege during school hours awaits the presentation two weeks hence of written evidence from the physics teacher that class grades have become irreproachable.

While thus making allowance for the social and educational ideals of the faculty, the librarian looks about for opportunities to affiliate the library with the established social machinery. Perhaps an existing student council stands ready to take over matters of discipline and attendance; or the commercial department and the print shop may be organized more or less on a service basis, with the teachers willing and anxious to give pupils practical experience through actual performance of school tasks. In at least one school two pupils from an advanced class in office filing are assigned to the library for their practice work and secure commercial credits for filing and stenographic work performed there daily.

2. **Equipment.** In a future chapter, housing and equipment will be considered in detail.[5] We only pause to note here that while a socialized atmosphere may be developed under any and all conditions, the fine flower depends not a little on the physical setting. Noisy floors and overcrowding prevent freedom of movement; lack of conference rooms hinders development of group activities; absence of a work room deters pupils from participating in handwork. The social ideal must be envisaged in the library plan.

3. **Pupils' programs.** Ways and means for programming the library are also considered elsewhere.[6] It must be realized in advance that no socialized program can be carried out without adequate time. If grade school pupils are scheduled to the library but rarely and then with the idea that the period is to be used exclusively for the preparation of pre-determined lesson assign-

[5] Chap. IX.
[6] See Chap. XII.

ments, the librarian's opportunity is limited. If in the junior and senior high school there are no free periods which pupils may spend in the library at will, it is evident that not much can be done in the way of pupil participation in library routines.

IV. Pupil Aid as a Project

It is superfluous to reiterate here the intimate relationship between the library and the classroom project. Instead, let us think for a while of the library itself as a project. What are the types of work which lend themselves most readily and acceptably to project treatment?

1. **Mechanical processes.** Handwork is plentiful in every library. Some processes are purely mechanical, while others require technical skill. Stamping books with the ownership mark is an example of the first; repairing of the second. Other processes like pasting, lettering, and shelving come somewhere between. Pupils may be taught to perform any of these processes. The questions to be asked before arranging for their performance as projects are these: (a) Are the skills involved such as to be effective educational tools? (b) At what point do these library skills cease to have educational value and become routine tasks with no intellectual stimulus? (c) Is it the function of the librarian to teach library handicraft? (d) Is training in the ideal of helpfulness of sufficient importance to warrant the organization of the work as a project even though the skills involved are of negligible value to the pupil, and the librarian must spend much time in teaching and supervision?

Circumstances will vary the answers, and good judgment will be essential. On the whole, the tasks which pupils perform without extensive training are simple mechanical ones and soon lose any power of intellectual stimulation. There is a danger then of pupil exploitation. On the other hand, for the librarian to spend sufficient time to give pupils a continuance of educational values may be librarian exploitation; for teaching and supervising the

small group takes time which should be devoted to the student body at large and to duties more clearly her own. Actually, she may be confusing two jobs: that of crafts teacher and that of librarian. Book-binding and lettering, for example, are crafts, and as such should be taught in book-binding or crafts classes rather than in the library.[7]

Yet in spite of these objections, allowing pupils to participate in mechanical tasks may be well worth while. The reason is the simple one voiced in our objective: to create interest in the library, and to develop a helpful social atmosphere.

2. Clerical processes. The points to be considered in connection with the project organization of clerical work are similar to those just discussed. Charging books [8] and writing book cards may be turned over to pupils with greater or less success. Most schools find that typing which is straight copying can be handled by pupil volunteers, and that filing circulation cards, magazines, and even pictures and clippings may be turned over to pupil committees or volunteer assistants provided the library is small and the filing simple, or if the librarian can give the time for supervision. But two questions still persist: Do the educational ends justify the means? And, is it economy? Both must be carefully weighed.

3. School routines and discipline. The library in the school is confronted with one or two duties inherent in its status as a school department. It must keep a check on attendance and it must maintain discipline. Attendance checking is a routine that can often be turned over to an individual pupil if the librarian so desires, or to a pupil committee willing to undertake the duty.[9]

Discipline is more complicated. It is not something enforced or put over from the outside but a something that develops from the inside, from an aroused group consciousness and conscience. Con-

[7] See also p. 319-21.

[8] For further discussion of the use of pupils in circulation work see p. 354, 362.

[9] See p. 342, 343, 345.

sidered from this angle it is a perfectly logical project for a pupil group to struggle with. They cannot manage it entirely alone, however; they need the advice and experience of older heads. Any student government scheme has possibilities of getting out of bonds if not wisely steered. For that reason many schoolmen feel that some form of pupil cooperation is better. The librarian should not rush into pupil self-government until it is certain that the social consciousness of the school warrants it. But it is perfectly easy to start in small ways, for instance, by referring to library groups occasional specific problems: What shall we do about boys and girls who forget to bring their books back? Shall we send them home or refuse to let them have more books? Again: How would it do to have a library committee with a representative from each class to help the librarian decide on rules for library conduct? Little by little the librarian builds up the foundations of teamwork and responsibility on which may finally be constructed an elaborate superstructure of pupil cooperation. Meanwhile there is no lack of good order, imposed if need be by virtue of the authority that rests in the librarian as a school official.[10] But this should be clearly an emergency measure, a method to be moved away from as fast as possible.

4. **The problem of missing books.** Pupils have a name for this problem — "swiping." This is important, for it involves a nice ethical distinction which must be reckoned with in finding the solution. "Swiping" is not the same as stealing; it is helping yourself to a much desired book without benefit of the charging system and with the vague intention of returning it, also without recourse to the charging desk. In lieu of actual return the book is perhaps left somewhere about the school building on the asssumption that the janitor or the librarian will find it. This is quite different, reasons the pupil, from taking permanent possession of the volume, and the librarian ought to recognize the difference. If she does not, and she wins the principal to her side with a too

[10] See also p. 36-38.

severe penalty, the pupil becomes a martyr in his own eyes and in those of his group. Probably nine-tenths of all book losses can be accounted as "swiping." Actual stealing is a different matter and should be handled in accordance with the usual custom of the school in cases of theft.

Divers librarians have struggled with this proposition in divers ways. Periodically, raids are made on lockers and the owners taken to task for books found therein; guards are stationed at library doors to see that books are not carried off without authorization, or charging desks are so placed as to compel each pupil on leaving to pass under the eye of the librarian; books are segregated back of the desk or are placed on reserve in increasing numbers; pupils are required to leave personally-owned titles and texts in a check room outside.[11] In very few cases are all books kept in closed stacks, for in spite of losses, school librarians and most school officials are committed to the open shelf system. To do away with this is to do away with the intimate contact with books for which the school library so wholeheartedly stands.

But books do disappear in alarming numbers and at the most crucial times. What is to be done about it?

In view of the pupil's definition, is not "swiping" primarily a question of social education? After the librarian has established the most serviceable of charging systems, has endeavored to provide so generously the most-wanted books that copies will be easily available, has removed a few too-enticing titles to the desk, and has by persistent tracing reduced losses to the lowest figure that excellent administrative measures can bring about, there is still the appeal to the social consciousness of the group, and dependence on other devices only tends to postpone the control of this problem on the high ground of citizenship where it belongs. This is made through library lessons; but more particularly by and through any or all the agencies for socialization discussed in this chapter.[12]

[11] See p. 242-43.

[12] Greer, Margaret. Missing books. Wilson Bulletin 3:571-75. April, 1929.

V. Methods and Plans

Plans for pupil participation that have been successfully tried out in school libraries fall into the following groups: clubs, library committees, student government, cooperative plans, special projects, pre-vocational classes. The question of rewards and honors runs through all. To avoid the danger of exploitation pointed out under Section IV the librarian must make sure that each plan adopted has educational or social values. Articles listed in the bibliography at the end of this chapter suggest significant excursions into this field. But libraries are only at the threshold. The librarian seeking for light should study the methods of Boy Scout and Campfire leaders, and, above all, of good teachers. Books worth reading in this connection are:

Burger, W. H. Boy behavior. Association Press, c1919.
Coe, G. A. Law and freedom in the school. University of Chicago, c1924.
Patri, Angelo. Schoolmaster of the great city. Macmillan, c1917.
Puffer, J. A. Boy and his gang. Houghton, c1912.

1. Clubs. Library clubs are a favorite device for bringing pupils into an intimate working relationship with the library. They may be developed wholly within the school or they may be a means of cooperation between the school and the public library.[13] Because of the tendency of the club to emphasize personal improvement and entertainment at the expense of social values, librarians have found it wise to encourage not only such activities as reading and reviewing books and giving programs for the edification of the members, but preparing library programs for the entire school, undertaking to keep the library supplied with flowers, taking charge of teas and library receptions for younger pupils, parents, and teachers.

Two books on school clubs are suggested for the librarian's perusal:

[13] Warren, Althea. First year's experiment in a high school reading club. Libraries 32:515-16. November, 1927.

Tindal, Mrs. E. V. T., and Myers, J. D. V. Junior high school life. Macmillan, c1924. p. 168-281.

Blackburn, Lura and members of English V Class. (Oak Park and River Forest Township High School) Our high school clubs. Macmillan, 1928.

Significant articles on library clubs are:

Barley, L. C. Library opportunities in the junior high school. In Wilson, Martha. School library experience. Wilson, 1925. p. 209-12.

Los Angeles Public Library Department of Work with Children. Public library service to elementary schools. Los Angeles Public Library, 1926. (See section on Clubs)

Of the multiplication of school clubs there is no end and the librarian is always in danger of dissipating on small but insistent groups energies which should be conserved for the school at large and for definite library ends. As elsewhere, enthusiasm must be tempered by judgment.

2. Library committees. A number of school librarians have written entertainingly of the work of pupil library committees, and many others could do so if they would. It is not necessary to differentiate closely between the varying types of pupil participation in library work, many of which overlap. Under committees we include all group organizations for library service not covered by specialized plans like student government, of which discussion is to be had later. One committee is known simply as "Library service"; another as "The service squad"; Jessie F. Brainerd has told of a very ambitious one known as a student library council.[14]

As the names suggest, such committees are organized with a service ideal. It is usual to have a representative of each class or grade on the committee and duties are varied, running from open-

[14] Brainerd, J. F. What one student library council does for its library. In Wilson, Martha. School library experience. Wilson, 1925. p. 113-19. Reprinted from Public Libraries 25:413-15, July, 1920.

Lovis, Marion. The library in the junior high school. In Wilson, Martha. School library experience. Wilson, 1925. p. 228-29. Reprinted from the English Journal 13:653-59. November, 1924.

ing and checking magazines to seeing that class rosters are kept free of fines and overdues. Sometimes they extend into the field of conduct and discipline, though these duties are more often undertaken through a student government organization.

3. Student self-government. It has been suggested that in the high school, cooperative plans are more in favor with educators than out-and-out student self-government. Some of the reasons advanced are that there can be no real student government in an institution where in the last analysis the principal and the librarian rather than the pupils are responsible to the community for the maintenance of law and order; and that pupils are, after all, children, not sufficiently mature to supervise the conduct of others. Nevertheless it must be admitted that in a number of libraries student government has been a success.

> "For ten minutes it is 'bedlam let loose' and an old time school librarian would probably be horrified. *She* posted a large sign '*Silence*' on the outside of the library door and boasted that those who stepped across the sill were not allowed even to whisper. *Her* library *was* kept quiet but only by the librarian acting as policeman and walking up and down the room to see that pupils were doing what they ought to and reading what they ought. Today we find that ten minutes for talking at the beginning of each period helps the pupils to 'let off steam' and that they can relieve the librarian of police duty and keep the room quiet themselves. Let us see how they do it. As the minute hand comes round to seven minutes of nine the noise is lessening and, as a rule, when the ten minutes are up the talking has practically ceased. Sometimes the Counsellor must help bring about perfect silence and we hear her saying 'Girls, it is time for us all to stop talking.' In any school of three thousand there are always some who are not worthy of self-government and occasionally these get together in a group at a table and are so disturbing that the Self-Government Board must deal severely with them. But these are the exception. When, period after period, groups of one hundred and twenty and even one hundred and forty girls keep the room so quiet you can hear a pin drop after the time set for quiet it is a triumph for the principles of self-government. Other fine things we notice about the

'spirit' of the library are the spirit of thoughtfulness and real courtesy. Not only are they all quiet 'for the greatest good of the greatest number,' but students who are standing for lack of chairs are offered seats by girls who are just reading for pleasure if the others need to do important reference work for the next period. Two minutes before the close of the period the Counsellor representing self-government reminds them that books, magazines, pamphlets, and whatever they have used must be put away and tables cleared of papers and put in order for those who come the next period. This is good housekeeping and fine civic training. Public property must be kept in order." [15]

Sometimes self-government in the library is a part of a general school plan:

"The school is organized socially into two main groups — The Girl's League and The Boy's Federation. These two organizations aim to have a hand in every social activity from athletics to pink teas, and to cooperate with instructors and administrative officers in keeping up scholarship, school spirit, and school ideals. In behalf of the library, the president of each organization appoints at the beginning of the semester two members of a Library Board. That means two boys and two girls selected on a basis of ability and fitness. These four select a fifth. The five organize by electing a president and a secretary and proceed to plan the administration of such library affairs as the principal and the librarian have outlined in a library bill of rights. The Board may and does make all rules for discipline and provides the penalties for infringement of the same. On the other hand, it does not make or enforce rules for the lending and checking of books, that being distinctively the librarian's business. Working with the school office, it arranges for the distribution and collection of attendance slips, the answering of telephone calls, and the regulation of attendance to prevent overcrowding. For each period of the day it appoints a head clerk and two assistants who are the responsible agents of the Board in enforcement of law and order. These clerks use their discretion in issuing warnings and suspending pupils from the library. A suspended pupil

[15] Hall, M. E. A day in a modern high school library. In Wilson, Martha. School library experience. Wilson, 1925. p. 60-61. Reprinted from Public Libraries 23:51. February, 1918.

must stay away until the regular meeting of the Board, at which time it sits as a court and listens to the pupil's testimony together with that of the clerk who suspended him. At the close of the hearing the Board imposes the penalty which the case deserves. The secretary keeps a card record of all offenders and sends written notice of the penalty to the studyroom attendant. The card record is placed on file in the library for the convenience of clerks and librarian." [16]

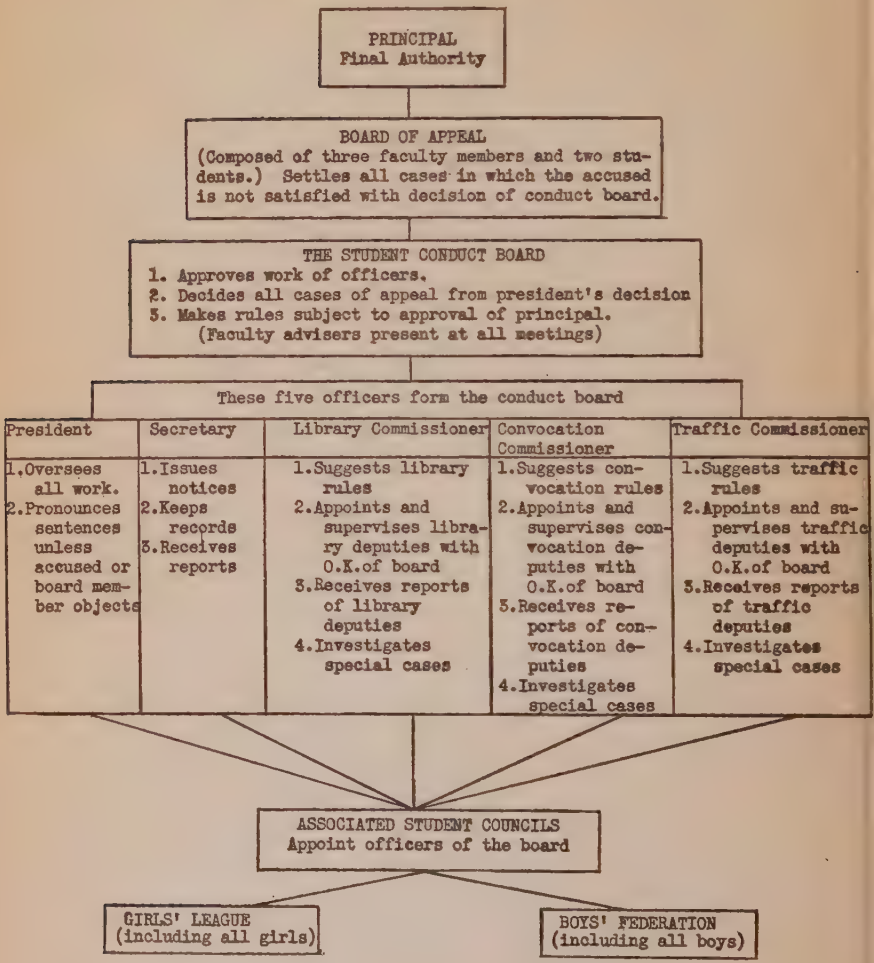
Since the above paragraph was written, the "library board" has been merged in a general student conduct board with duties as indicated in the chart given on page 58. Both forms of administration are here given because they represent an interesting process of evolution, the final integration of the library plan with an inclusive school plan.

4. Cooperative plans and special projects. Pupil committees are of course forms of cooperation. But for present purposes we use the heading to signify arrangements made between the library and other departments of the school for pupil service to and for the library. We have mentioned the assignment of members of an office-practice class to regular filing and stenographic duties. Other typical arrangements are library poster-making by art classes; scrapbook-making by similar classes or by miscellaneous project groups; an index of classical books, articles, and illustrations made and kept up from year to year by successive Latin classes; library columns in school papers done by pupil reporters or members of journalism classes; sign-making and case-labeling by pupils in mechanical drawing; library equipment manufactured by manual training groups; current events bulletin boards and others kept up by interested classes; exhibits of pupil work and pupil hobbies; the production of library plays and Book-week programs by classes in reading or public speaking. This list does not nearly exhaust the cooperative activities invented by the fertile brains of teachers and school librarians and pupils themselves. But

[16] Fargo, L. F. Pedagogy in bookland. In Wilson, Martha. School library experience. Wilson, 1925. p. 125-26. Reprinted from Library Journal 45:683-85. September 1, 1920.

NORTH CENTRAL HIGH SCHOOL
Student Conduct Board
Relation To Students And Principal
Duties of Officers and Board as a Whole

Read from Bottom to Top


PRINCIPAL
Final Authority
BOARD OF APPEAL
(Composed of three faculty members and two students.) Settles all cases in which the accused is not satisfied with decision of conduct board.
THE STUDENT CONDUCT BOARD
1. Approves work of officers.
2. Decides all cases of appeal from president's decision
3. Makes rules subject to approval of principal.
(Faculty advisers present at all meetings)
These five officers form the conduct board
President
1.Oversees all work.
2.Pronounces sentences unless accused or board member objects
Secretary
1.Issues notices
2.Keeps records
3.Receives reports
Library Commissioner
1.Suggests library rules
2.Appoints and supervises library deputies with O.K.of board
3.Receives reports of library deputies
4.Investigates special cases
Convocation Commissioner
1.Suggests convocation rules
2.Appoints and supervises convocation deputies with O.K.of board
3.Receives reports of convocation deputies
4.Investigates special cases
Traffic Commissioner
1.Suggests traffic rules
2.Appoints and supervises traffic deputies with O.K.of board
3.Receives reports of traffic deputies
4.Investigates special cases
ASSOCIATED STUDENT COUNCILS
Appoint officers of the board
GIRLS' LEAGUE
(including all girls)
BOYS' FEDERATION
(including all boys)

it may furnish enough clues so that the prospective librarian may be on the alert and ready to make use of opportunities as they appear.

5. Pre-vocational classes.

> "And then there is the 'library staff' which exists in several of our Detroit high schools. Here pupils who can meet simple standards for admission may receive elementary instruction in the processes of running a library and get a point of credit for an hour a day's work in the library with one hour per week 'staff meeting' with the librarians. This is an excellent introduction to the details involved in managing even the simplest library plant. Some experience in doing the work is an added advantage in the training required at the technical school. This method of getting it has much to recommend it, especially if the librarian uses this instruction as a spur to the pupil to go on with a full realization of the larger requirements needed for the ultimate goal. Satisfactory grades, a personality which would admit to the Honor Roll, and the permission of the grade principal are the requirements in many of the high school libraries for entrance to the 'staff.' " [17]

Probably not many schools have arranged for pupil cooperation with so definite a vocational aim as this, but the vocational idea is suggested in much of the available literature on pupil participation. Danger in over-emphasis is pointed out elsewhere.[18]

6. Rewards and honors. Intimately bound up with the whole question of pupil participation is the matter of rewards and honors. If a class is organized, and definite daily or weekly instruction given, the pupil looks for curricular credits and should receive them. But what about work which is less formal and yet makes regular demands on the pupil's time? Should that also entitle him to school credits? Perhaps. But a school principal approached on the subject by his librarian expressed a point of view worth considering. "No," he said, "let us keep a few places in the

[17] Pritchard, M. C. Pre-vocational course for high schools. In Wilson, Martha. School library experience. Wilson, 1925. p. 203-04. Reprinted from Detroit Journal of Education, September, 1921.

[18] See p. 46-47.

school where work shall be done for the work's sake, or for the good of the community. We spoil the fine flavor of school service when we put it on a basis of grades and credits." And indeed in that particular school the library has never lacked for volunteer helpers, many of them giving regularly five periods a week to library duties with never a curricular credit. In recent years, following the development of the honor awards idea, these pupils have frequently been successful candidates for school honor rolls and for honor awards, but that is all.

Some schools are meeting the entire question of rewards for school service by a system of extra-curricular credits. Where this is the custom, pupils giving library service are eligible for such credits.

Educators are by no means agreed as to the desirability of service awards. In making a decision for or against, the librarian of necessity falls back upon study or personal experience, always keeping in mind the fundamental objective in pupil library service which is to provide fruitful social training.

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A socialized library in action.

——— Pedagogy in Bookland. In Wilson, Martha. School library experience. Wilson, 1925. p. 119-27. Reprinted from Library Journal 45:683. September 1, 1920.
Social theory in the library.

Greer, Margaret. Missing books. Wilson Bulletin 3:571-75. April, 1929.
The social aspect of the problem is well stated.

King, E. A. Student assistants in a high school library. Library Journal 49:371-72. April 15, 1924.
Describes the plan for training and using student assistants of the Jackson, Michigan, high school.

Lovis, Marion. The library in the junior school. In Wilson, Martha. School library experience. Wilson, 1925. p. 228-29. Reprinted from English Journal 13:653-59. November, 1924.
"Library service," a plan for pupil cooperation.

McQuillan, Letitia. The student helper in the school library. Wisconsin Library Bulletin 25:39-44. February, 1929.
Valuable exposition of training methods and organization of the pupil staff.

Morrison, H. C. The right attitude towards conduct. In his The practice of teaching in the secondary school. University of Chicago, 1926. Chap. 21.
"Idealistic approach which is soul-stretching in the vision it gives of the possible effect of the school on the attitude of a child." The library is not specifically mentioned.

National Education Association Committee on Character Education. The school community. In its Report, 1926. p. 28-35. (U. S. Education Bureau Bulletin, 1926, no. 7.)
Clubs, social activities, and student self-government are discussed and bibliographies given.

Northwood, Bertha. Note-taking. Public Libraries 30:595-97.
The title of this article does not suggest that its second half deals with "Another pair of hands — student help."

Osborn, M. L. History of the "Ugly Duckling" library. English Journal 10:389-91.
A service squad helps the librarian.

Questions and Projects

1. Read the magazine articles listed at the end of this chapter and state what plan for pupil participation most appeals to you. Why does it make the strongest appeal? Would you choose the same plan for a junior and a senior high school? Would it work in an elementary school? Why?
2. Make an itemized list of all the duties you would be willing to turn

over to an untrained group of pupil assistants in a junior high school. What duties could be added in case of a high school group organized as a library apprentice class with a weekly recitation period?

3. Does the use of pupil assistants tend to make it difficult for the librarian to secure needed professional assistants? If so, what course should the librarian pursue?

4. Read such articles on the missing book problem as you can find and list remedial devices which emphasize the social appeal.

Chapter IV

Reading as a School Library Project

I. The Educational Significance of Reading
II. Scientific Reading Studies
  1. Techniques of reading
  2. Methods of testing
  3. Studies of teaching method, including diagnostic and remedial work
  4. Relation between reading achievement and success in school
  5. Objectives in reading
  6. Children's interests in reading
  7. Nature and content of reading materials
  8. Studies in the scientific grading of books
  9. Stimulation of the reading habit
III. The Library and the School Reading Program
  1. Providing, organizing, and administering reading materials
  2. School library and teacher cooperation
  3. Pupil guidance
  4. Cooperation with the public library
  5. Improvement of the home library
  6. The question of periodicals
IV. The Principles of Reading Guidance
  1. Recognition of individual differences
  2. Motivation
  3. Getting the juvenile point of view
  4. Familiar acquaintance with boy and girl literature
  5. Enthusiasm and judgment in the guide
V. Library Methods for Stimulating Reading

I. The Educational Significance of Reading

"What is your Friday current events hour like?" queries the librarian of the civics teacher. "Like a reading class," is the prompt reply. "For a long time I thought the failure of high school

pupils to grasp the significance of world happenings was due to stupidity and lack of experience. But I now know better. It is as much the result of poor reading. Many scan words mechanically with no comprehension of the thought; some have limited vocabularies and do not grasp even the newspaper phraseology of the *Literary Digest*; others have so circumscribed a reading experience that it is impossible for them to orient foreign news, social, or economic items. So the current events hour is a reading lesson in which we acquire a vocabulary, learn to extract the kernel of news from the encompassing shell of words, and develop a background for the understanding of our routine work in civics."

Reading ability lies at the foundation of the entire educational scheme. In spite of modern insistence on the laboratory method, there is still comparatively little that a child learns experimentally. Instead, he learns largely by sharing the experience of others, a very great deal of which is revealed in the printed page. Even his laboratory activities are conditioned by his ability to understand printed directions; and he cannot solve a problem in arithmetic until he has comprehended its set-up as revealed in his text.

II. Scientific Reading Studies

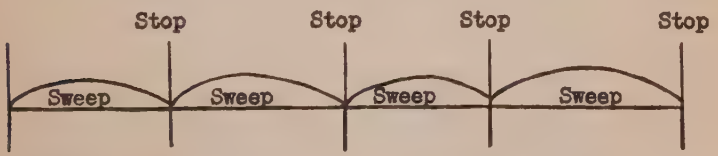
Recognition of the intimate relationship existing between reading ability and the learning process, plus the tendency of the last two decades to subject educational methods to investigation and experimentation, have led to numerous scientific studies of reading and reading habits.[1] The librarian, whether in the school or out, has an interest in these studies, not because he is some day to be metamorphosed into a reading technician, nor because it is the function of any librarian to teach the mechanics of reading as they are taught in the classroom. Such objectives are as distasteful to the present author as to the profession at large. But the educator's procedures have thrown enough light on reading situations gen-

[1] Gray, W. S. Summary of investigations relating to reading. University of Chicago Press, 1925.

erally and on school reading situations in particular to make it extremely desirable for the librarian to know what is going on. Such knowledge will benefit the librarian's own practice and make him a more sympathetic and intelligent collaborator in the work of the school.

Among reading studies the following are important groups: studies of the techniques of reading, including silent and oral reading; of methods for testing reading ability; of methods of teaching, including diagnostic and remedial work; of the relation between reading achievement and success in school; of the objectives of reading instruction; of children's interests in reading; of the nature and content of reading materials; of the scientific grading of books; of stimulation of the reading habit. In a general text such as the present one it is possible to present but the barest outline of these fields of study, and the introduction will be worth while only if the librarian pursues some of the the studies to their sources. For this purpose the accompanying references to educational literature should prove useful.

1. **Techniques of reading.** It is not surprising to learn that scientific studies of reading techniques were among the first undertaken in the educational field and that for a number of years they were the most emphasized. As a result the teaching of the *mechanics of reading* has been revolutionized. We are aware that children no longer learn their A B C's as a first step. But perhaps not many of us know how the eye moves in reading:[2] for instance, that the good reader, as demonstrated by clever eye photography, does not recognize letters or even words individually, but sweeps his eye rhythmically along successive lines of print as



[2] Uhl, W. L. The materials of reading. Silver, c1924. p. 197-213.

roughly represented on page 65, making few pauses and seldom stopping for backward glimpses. The poor reader, on the other hand, has an irregular eye movement characterized by leaps forward and backward and by uncertain pauses. One of the elements, then, of becoming a good reader is to train the eye to rhythmic movement; and this, it has been demonstrated, is best done by giving the child much practice in comparatively easy reading. It is like learning to play scales on the piano without stumbling: qualities of smoothness and speed come by much practice of the same movement and not at first by developing a more difficult figure.

Perhaps no one thing has given greater impetus to the development of the elementary school library than this discovery. Children must have, not one book but several. The three readers and three primers frequently suggested as the irreducible minimum in the way of texts are insufficient and are to be supplemented by an assortment of picture books and entertaining narratives such as *Clean Peter, Little black Sambo*, and *Johnny Crow*. This is to provide for the bright children who soon exhaust the textbook. They soon exhaust this quota too, and demand more, while duller children require stimulation through picture books and volumes of sufficiently varied appeal to catch their wavering interest.

The mechanics of reading having been fairly well fixed, investigation goes on to the field of *comprehension*. Given speed and rhythm of movement, how much is understood of what is read? And how is reading for comprehension best developed? Here again have come discoveries that have brought amazing changes in the teaching of reading. A child's eyes may move properly and he may even pronounce what he reads and still be ignorant of the meaning. The remedy is less oral reading and more silent reading. This change in emphasis again encourages wider reading resources. It is not necessary for the whole class to read the same thing; in fact, it is often better to allow each individual to choose a title of interest to him so that a motive for reading

understandingly may be supplied. The way leads unmistakably to the library.

2. **Methods of testing.** The modern school is depending less and less on casual observation and is studying more increasingly the objective means of determining whether, for example, a child is a rapid or a slow reader and whether he understands what he reads or merely repeats words. Among well-known tests used for this purpose are the Gray *Oral and silent reading scales*, the Thorndike-McCall *Reading scale*, the Munroe *Standardized silent reading test*, the Burgess *Picture scale*, and the Stanford *Reading tests*.[3] Standards for the rate of reading are beginning to be set up. Gray, for instance, found [4] after testing 2,654 pupils that "the average number of words read per second by each of the grades is as follows:"

"Tiny Tad"			"The Grasshoppers"			"Ancient Ships"	
Second	Third	:	Fourth	Fifth	Sixth	:	Seventh	Eighth
1.50	2.30	:	2.20	2.57	2.79	:	2.69	2.87

In this diagram the top line gives the selections from which pupils read; the second line indicates the school grade; the third line, the average rate per second. Being interpreted, the scale means that an average seventh grader can read silently the selection entitled "Ancient Ships" at the rate of 2.69 words per second.

These scales are instruments with which school librarians should at least be familiar. Certainly the librarian provided with an accurate estimate of the child's reading ability is in a better position to give wise reading guidance than the one who trusts only to intuition and experience, valuable as these may be. In many elementary schools all children are subjected to the tests and the results are recorded where the librarian, as well as the teachers, may have access to them. In some schools the children themselves

[3] Uhl, W. L. The measurement of progress in reading and literature. In his The materials of reading. Silver, c1924. p. 297-325.

[4] Gray, W. S. Studies of elementary school reading through standardized texts. University of Chicago Press, n.d. p. 54. (Supplementary educational monographs no. 1.)

know the outcomes of the tests which are designated as *reading scores*. An unusual but thought-provoking use of these scores in one school is a device like the following:

BOOK CREDIT REPORT

R.S.

Child's last name First name — Adviser's name

Title of book — Author of book

IMPORTANT: A minimum of 30 points of reading is required for each year. A book of ordinary size (200-300 pages), which is interesting and of literary worth (such as Treasure Island, Secret Trails or the Jungle Books) is allowed two points of credit, in the case of a student of average reading ability. Books of less literary worth or which are much shorter or very easy are allowed less credit (½ to 1 point). An interesting book of greater length or difficulty may be worth 3 or 4 points. The most important thing to measure is what the book has meant to you. Any other scale can be only suggestive. Thinking over this book upon which you are reporting, what do you honestly think has been its value to you? Enter an amount from ½ to 4 points, as you feel would be just.

Credit estimate — Librarian's O.K. — Credit entered

"R.S." in the above means *reading score*. Each child, having graded his own book, consults with the librarian to see whether his estimate appears a fair one. If so, it is duly recorded in terms of reading credits.

The significance of such a device lies in its recognition of individual differences. No book is of the same value to any two persons, whether children or adults, nor is it equally difficult.

There is always a certain absurdity in allowing a fixed number of credit points for the reading of a particular title. The device given above is an attempt to circumvent this difficulty. Some will object that pupil evaluation is as doubtful as fixed evaluation. The librarian leaves this to the educators to decide, but makes grateful note of a tendency to treat reading as an individual matter.

3. Studies of teaching method, including diagnostic and remedial work. Armed with scientific information relating to the mechanics of reading and with reading tests, the modern educator is in a position to measure the results of various teaching methods and to modify them in line with demonstrable facts. This he has not been slow to do. Among the most interesting developments have been remedial measures based on scientific diagnosis. Diagnosis is not normally a part of the school librarian's business. But prescription is. She, along with the teacher, must know the psychological principles to apply in puzzling cases, such as the foreign child, the girl interested in hearing stories but not in reading, the fifth-grader who is developing a bookworm attitude, and the high school boy who says he just can't read the titles on the English list. There is therefore much to be gained by the librarian from the diagnostic and remedial studies of the schoolman, such as the chapters on Diagnosis and remedial work in the *Twenty-fourth yearbook* of the National Society for the Study of Education [5] and in Uhl's *Materials of reading,*[6] and with these and similar studies the librarian does well to have considerably more than a speaking acquaintance.

4. Relation between reading achievement and success in school. The civics teacher who defined the current events hour as a reading lesson was keenly conscious of a relationship between excellent reading habits and success in school. This relationship has been made the subject of careful study. While, accord-

[5] National Society for the Study of Education. Twenty-fourth yearbook: Part I, Report of the National Committee on Reading. Public School Publishing Co., c1925. p. 275-89.

[6] Uhl, W. L. The materials of reading. Silver, c1924. p. 264-96.

ing to Dr. Gray,[7] the results do not indicate that reading ability alone determines the progress of pupils either in elementary or high school, nevertheless it has a distinct bearing on that progress, varying in different localities. The scientific demonstration of this relationship is another element in the growing demand for the wider reading facilities and instruction in the use of books as tools which the organized school library affords.

5. Objectives in reading. These have also been carefully studied. The Report of the National Committee on Reading summarizes them in a chapter[8] well worth perusal by the librarian who may be astonished to find how much of the educator's program is her own.

6. Children's interests in reading. Here is a subject that long ago captured the attention of librarians. Although it has been left largely to educators to investigate these interests scientifically, librarians have for years been piling up invaluable experience by the trial and error method; and to this cumulative experience each succeeding generation of librarians has been heir through teaching and through lists. The resulting situation has frequently been that while the educator might know in terms of psychology the interests to be satisfied, only the librarian knew the books that would satisfy those interests. Obviously, each had something to learn from the other. In recent years the process of interchange has been rapid and we find librarians delving into the psychology of children's reading and teachers making first-hand acquaintance with books for boys and girls as distinguished from pure literature. A host of books and articles have resulted, some of which are suggested in our bibliography. The development of reading interests is, for example, lucidly set forth by Terman and Lima in a chapter

[7] Gray, W. S. Summary of investigations relating to reading. University of Chicago Press, c1925.

[8] Essential objectives of instruction in reading. In National Society for the Study of Education. Twenty-fourth yearbook: Part I, Report of the National Committee on Reading. Public School Publishing Co., c1925. p. 9-19.

with which all school librarians should be familiar.[9] Summarized, this chapter suggests that:

The picture book interest lasts up to the age of eight or even nine with the nature story first in importance, especially the story which personifies and carries a little moral such as Burgess' *Mother West Wind*. At six and seven, fairy-tales, myths, and legends in direct discourse are enjoyed when read aloud. Eight is the point of highest interest in fairy-tales, with Andersen, Grimm, and Lang prime favorities. Eight sees also the development of curiosity about real life, when realistic animal and nature stories are read. At nine, there is a more decided emergence from fancy into fact, especially among boys, who are here fascinated by Boy Scout books and stories of boy life generally. "This is the golden age . . . to encourage children in the reading of real literature. The mechanical part of reading has, as a rule, been mastered, and to read a book is no longer a task to be accomplished with difficulty." Books of a hundred pages or more are now covered with ease.

At ten, boys are pretty well done with fairy-tales, though this is not always true with girls. Travel books, the manners and customs of other lands now hold the attention. This is the time when *Heidi* and *Lizbeth Longfrock* come into their own and can be used to vitalize geography and history. Inventions and mechanics also begin to attract the attention, especially among boys. Simple biography, not too long, is suggested, and also myths and legends of Robin Hood, William Tell, and King Arthur, which "open up a new field for hero worship which reaches its climax later at about the age of twelve or thirteen. The interest in biography also brings an interest in history, in the events with which these famous people were concerned."

[9] Terman, L. M., and Lima, Margaret. Children's reading. Appleton, c1925. Chap. V.

A very recent publication dealing with children's reading preferences from a slightly different angle is that by Gray, W. S., and Munroe, Ruth. The reading interests and habits of adults. Macmillan, c1929. p. 104-26.

At eleven the child is reading the books commonly passed around among children: Altsheler, Barbour, Henty, Alger; The Little Colonel series, Louisa M. Alcott, and Frances Hodgson Burnett. Evidently a danger period this — the time when the undesirable *series* gets a fast hold. It is the adventure and mystery in these tales that holds the boys, and accounts of home life that intrigue the girls. At this time also sex differences are much in evidence, and while girls may read the adventure tales affected by boys, they utterly fail to follow the boy in his scientific and mechanical explorations, turning rather to gardens and flowers, and animal stories of a more or less sentimental type like *Black Beauty*, and getting a first introduction to love stories, a field which very soon becomes an absorbing passion.

At twelve, interest in reading approaches a climax, and the range so broadens for both boys and girls that it is extremely difficult briefly to encompass its many facets. Biography here proves enthralling, for this is the age of hero worship — and the biography must be that of men and women of action like Boone and Edison and Roosevelt. The boy's love for tales of danger and daring may at this age grow into a taste for sensationalism. At the same time the boy with a keener literary taste may take up Dickens, Dumas, Hugo, or Mark Twain, while not dropping his interest in myths and hero stories. Girls lean toward the home-like narrative and the boarding school type while retaining a decided liking for adventure tales. Books about birds and flowers interest them, and Bible stories more generally than they do boys who like chiefly the David and Goliath type. Science and invention must have a personal side to hold the girls; that is, must be connected with biography or the home. But the boys range everywhere. The great step for the girl at this time is her dip into adult fiction, the more sentimental the better, as a rule. She is an adolescent.

At thirteen few *new* reading interests develop. Instead, old ones are intensified. Boys go on into more complicated science, ride hobbies, and taste the thrills of invention vicariously as well as

actually, while girls pursue their explorations into the adult world of emotion and sentiment. Whether these explorations are helpful or harmful depends very largely on direction. The world's greatest literature may begin to hold the girl here; or she may never get beyond *The trail of the lonesome pine* and *The harvester*. Poetry now has its day, and drama.

At fourteen, adolescence is in full swing, and interests become more specialized. Periodical literature furnishes unexpected delights. The boy's interest in mechanics becomes technical and experimental, involving the use of reference aids, and he absorbs non-fiction willingly, especially science, biography, history, and travel. He in his turn takes his plunge into novels, but those with plenty of action suit him best. In the meantime the girl has reached considerable maturity and may become steeped in sentimental fiction drawn from the adult shelves. Here, obviously, direction is of vital importance. The fostering of a love for poetry may help to satisfy the girl's emotional urge.

At fifteen the reading peak is past. High school studies and social life make each their heavy inroads on reading time, and though books are still read in large numbers, they must share their popularity with other interests. Mark Twain, Stevenson, Scott, Dumas, and Doyle are much-wanted authors. Romantic fiction is still a supreme interest with girls and unless there has been developed by this time a right literary mind-set, the case for later improvement is well-nigh hopeless. Boys, too, may get off on the wrong foot during adolescence, but they are more apt to be saved by their wider interests if the right books are available, especially along the lines of their hobbies and mechanical experimentation.

After sixteen, concludes this thought-provoking study, "the reading interests of boys and girls are so matured that little difference from adult reading can be detected. Reading preferences are becoming more and more individual and specialized, and generalizations no longer apply."

This last statement has particular significance for the high school

librarian, for many boys and girls past the age of sixteen are still in school. While the school library usually cannot, and for the most part ought not, to equal the public library in the richness and variety of its adult literature, there must still be a carefully selected collection for those juniors and seniors who have passed or are passing the bounds of adolescence. The biography of the social worker, the artist, the statesman, and the moral crusader belong here; for these juniors and seniors are soon going out to conquer the world for righteousness, or art, or humanity themselves, so they fully expect. Books of practical philosophy have a place, and the psychology which bears on everyday living. There is room for biology in its less technical aspects; ethical and religious essays; poetry that is sheer loveliness or that maintains a high moral plane. For the girls with their homing instincts there is interior decoration, art appreciation, the essay on love and friendship. There come to mind such titles as *Galapagos*, the *Life of Pasteur* by Vallery-Radot, business essays by Roger Babson, Henry Van Dyke's sonnet on *Work*, Richard Cabot's *What men live by*, Scott's *Psychology of advertising*, Mrs. Richards' *High tide*. All of these and more are suited to the age of dawning manhood and womanhood which the last years in school represent.

7. **Nature and content of reading materials.** Studies of the reading materials recommended in courses of study, of materials provided and actually used in schools, and of reading vocabularies are being made from time to time and should be of keen interest to the librarian. They not only give a graphic (and sometimes tragic) glimpse of the reading resources of schools; they are guideposts to the subject-matter demands of the curriculum, and provide essential aids in the evaluation of books. In this connection the school librarian may profitably read Chapters 2-4 of Uhl's *Materials of reading*, heretofore mentioned.

8. **Studies in the scientific grading of books.** The grading of books is a project far from unfamiliar to librarians. For many years they have had access to graded lists [10] which are based

[10] See lists on p. 183-86.

on long and extensive observation and experience. Scientific grading is another matter: it is based on objective tests, on analysis of such elements as plot, style, action, and subject matter, and on precise experimentation. For example, when investigations like those of Uhl or the one undertaken in connection with the *Winnetka graded book list* have determined with more or less accuracy that many boys and girls between given ages enjoy certain books, it may be possible by analysis of those books to determine what qualities of style, of plot, and of vocabulary appeal to boys and girls at certain stages of mental development, and thus to set up standards by which other titles may be evaluated. That very process has been under way in connection with the Winnetka list and there is already in print a small manual reporting results.[11]

9. **Stimulation of the reading habit.** Educators and librarians have very generally shared in studies having to do with the stimulation of the reading habit. A notable attempt to gather and classify all methods used for this purpose by librarians and teachers is the recent study by Mr. William Frank Rasche.[12] Mr. Rasche's approach is from the standpoint of the research worker in a school of education. Through the American Library Association and five state school library agencies he secured the names of a large number of public libraries and school libraries engaged in reading guidance. To these, as well as to one hundred school superintendents, he sent a questionnaire asking for a complete report on all methods used for the stimulation of reading. On the basis of returns from the questionnaire he worked out a table of one hundred and nine master methods which is reproduced herewith.

[11] Vogel, Mabel, and Washburne, C. W. Objective method of determining grade placement of children's reading material. Elementary School Journal 28:373-81. January, 1928. Also published as a separate.

[12] Rasche, W. R. Methods employed by teachers and librarians to stimulate interests in reading: a dissertation submitted . . . in candidacy for the degree of Master of Arts, Department of Education, University of Chicago, June, 1927. (Unpublished) (Summarized in School Review 37:29-36, 124-31, 204-14, 293-303. January, April, 1929.) Also issued in reprint form.

Table IV

Master Methods Employed by Teachers (T), School Librarians (S), and Public Librarians (P) to Stimulate Interests in Reading

No.	Master Methods	T	S	P
1	Ability grouping — Arranging for	X		
2	Advertisements — Having pupils study	X		
3	Advertising devices — Using	X	X	X
4	After-school reading — Permitting free-period and		X	
5	Analyses — Making reading (of good books)	X		X
6	Attitude — Developing proper	X		
7	Atmosphere — Creating wholesome	X	X	X
8	Authors — Having pupils study	X		
9	Baiting — Luring pupils by		X	
10	Beautiful passages — Having pupils note	X		
11	Booklets — Having pupils prepare	X	X	
12	Book records — Having pupils keep		X	X
13	Book reserves — Establishing		X	
14	Books — Having pupils bring	X		
15	Book wagon — Sending out the			X
16	Browsing corner — Providing a	X	X	X
17	Bulletin board — Using the	X	X	X
18	Cartoons — Having pupils interpret	X		
19	Catalog cards — Preparing and using	X	X	X
20	Characters — Having pupils study	X		
21	Charts — Preparing and having pupils prepare	X		
22	Children's criticisms — Inviting	X		
23	Child librarians — Appointing			X
24	Choice — Allowing pupils freedom of	X	X	X
25	Circulation — Arranging for (of reading matter)	X	X	X
26	Civic use of library building — Allowing			X
27	Classroom libraries — Providing	X		
28	Classroom magazines and newspapers — Providing	X		
29	Clippings — Asking pupils to bring	X	X	
30	Clippings — Filing (in pamphlet boxes)		X	X
31	Clubs — Encouraging reading	X	X	X
32	Commendations — Making deserved	X		

TABLE IV (*Continued*)

No.	MASTER METHODS	T	S	P
33	Comparative studies — Having pupils make	X	X	
34	Conferences — Capitalizing teacher — or librarian-pupil	X	X	X
35	Contests — Organizing	X	X	X
36	Correlations — Requiring (with school subjects)	X	X	X
37	Credit — Giving reading	X	X	X
38	Current events — Assigning studies in	X	X	X
39	Debates — Encouraging	X		
40	Diagnoses — Making (of pupils' interests)	X	X	
41	Directions — Having pupils carry out (as found in printed instructions)	X		
42	Discussions — Stimulating	X	X	X
43	Displays — Preparing (of books and magazines)	X	X	X
44	Dramatizations — Assigning	X	X	
45	Exercises — Arranging assembly and classroom	X	X	
46	Exhibits — Arranging (of pupils' handicraft work)			X
47	Games — Having pupils play	X	X	X
48	Illustrations — Having pupils study	X		
49	Inferior reading materials — Teaching recognition of		X	
50	Interests — Stepping up	X	X	X
51	Library buildings — Providing attractive			X
52	Library cards — Having pupils get	X		
53	Library equipment — Arranging		X	
54	Lists — Preparing book	X	X	X
55	Loans — Making personal (of books and magazines)	X		
56	Local papers — Putting school news in	X		
57	Magazines — Binding		X	X
58	Magazines — Classifying (into groups)		X	
59	Magazines — Filing (for reference)		X	
60	Magazine sections — Featuring special	X		
61	Maps — Preparing literature	X	X	
62	Mechanics of reading — Using good methods in the	X		
63	Motivation — Supplying appropriate	X		
64	Moving pictures — Recommending (based on good literature)	X	X	
65	Objects — Using (as illustrative material)	X		

TABLE IV (*Continued*)

No.	MASTER METHODS	T	S	P
66	Original sources — Requiring pupils to read from	X		
67	Parallel reading — Assigning		X	X
68	Parental cooperation — Inviting	X	X	X
69	Partial reading — Doing	X	X	X
70	Personal libraries — Encouraging pupils to build	X		
71	Pictures — Using	X	X	X
72	Pleasure — Encouraging pupils to read for	X		
73	Poetry — Having pupils read	X		X
74	Posters — Using	X	X	X
75	Progress charts — Putting individual reading records on	X	X	
76	Projects — Having pupils develop (based on reading)	X	X	
77	Public library — Encouraging pupils to use the	X	X	
78	Public library school collections — Circulating	X	X	X
79	Puzzles — Having pupils solve	X		
80	Qualified librarians and teachers — Appointing only	X	X	X
81	Reading courses — Having pupils take		X	
82	Reading materials — Providing good	X		X
83	Reading periods — Allowing	X	X	
84	Readings — Giving selected (to pupils)	X		X
85	Red stars — Marking books with			X
86	Required readings — Assigning	X	X	
87	Reports — Having pupils prepare	X	X	X
88	Reviews — Having pupils read and prepare	X	X	X
89	Salesmanship — Having pupils engage in mock	X		
90	School papers — Using (to stimulate interests)	X	X	
91	Seasonal books — Featuring			X
92	Selections — Making appropriate (of reading materials for the library)	X	X	X
93	Sequences — Having pupils follow		X	X
94	Serial stories — Having pupils read		X	
95	Slides and films — Showing literary	X		
96	Spare time reading — Making provision for		X	
97	Special shelves — Providing (for boys and girls)			X
98	Special library training — Giving (to librarians)			X
99	Statistical studies — Having pupils make (of class interest in fiction and non-fiction)		X	

TABLE IV (*Continued*)

No.	MASTER METHODS	T	S	P
100	Story telling periods — Programming	X	X	X
101	Subscriptions — Encouraging (for desirable periodicals)	X		
102	Substitutions — Making desirable	X	X	X
103	Suggestions and recommendations — Making	X	X	X
104	Talks — Arranging for (by librarians or others)	X	X	X
105	Teachers — Cooperating with		X	X
106	Tours and visits — Taking pupils on real or imaginary	X	X	X
107	Undesirable reading — Discouraging	X		
108	Use — Teaching proper (of reading materials and libraries)	X	X	X
109	Weeks — Programming literary	X	X	

It is not likely that all the busy workers who answered Mr. Rasche's questionnaire took time to elaborate their methods carefully. Some no doubt went into great detail while others wrote in more general terms; and some apparently left out items which seemed obvious. Examples are nos. 4 and 72. According to the tabulation, public libraries do not encourage boys and girls to read after school or for pleasure! Nos. 9 and 52 are examples of the same sort. No. 67, Assigning parallel readings, is an example of a very common practice among teachers, and yet apparently no teacher reported it, while school librarians and public librarians did.

But these inconsistencies do not interfere with the usefulness of the record as a rather complete checklist of methods used in schools and public libraries for encouraging reading. It remains for some other research worker, or perhaps Mr. Rasche himself, to send out the list for rechecking and for evaluation of the methods mentioned. Mr. Rasche in his discussion notes wide variations among librarians and teachers as to favorite methods and makes valuable suggestions for further investigation under

controlled conditions such as this one connected with item no. 16, Providing a browsing corner:

> "The general use of the browsing corner to stimulate reading is conceded. To know how effective this method is might be determined by taking groups of intermediate pupils whose interests in reading are far from satisfactory and exposing them systematically to better reading. The test might be made with a fourth grade class of children living in a congested urban center whose magazine interests reside in the True and Snappy Story variety of magazine. The test would necessarily have to be made with a group that had not been provided with satisfactory magazines prior to the making of the test. The test should include the better variety of children's magazines and should be continued for as long a time as possible with periodic checks to determine interests of set intervals. Similarly tests might be made with books whenever pupils are available for testing whose tastes are known to be unsatisfactory."

To make such a study as the one suggested above would be, in the phraseology of the educator, to carry on an objective test. In fields such as this, wide opportunities for research lie open to ambitious librarains as well as to educational experts. But many years must elapse before all methods can be tested objectively. In the meantime the observation and the experience of other librarians form the best criteria for the amateur, and these may best be learned in visits to school libraries and through the reading of professional literature.

III. The Library and the School Reading Program

Enough has been said about scientific studies to show that the entire reading program of the school has been revolutionized. At what points does the library most vitally touch this reading program?

First, of course, by providing and organizing and administering for use the materials in demand. Second, by cooperating with teachers of reading and literature. Third, by engaging in personal

Browsing Corner in a Junior High School

guidance of individual pupils and in group guidance through the use of lists, bulletins, book talks, club activities, and similar activities. Fourth, by cooperation with the public library looking toward the use by pupils of an enlarged field of reading while in school and the establishment of permanent reading habits. And fifth, by conscious attempts to stimulate and guide the development of the home library.

1. Providing, organizing, and administering reading materials. Provision of the right reading materials has been saved for comprehensive discussion in Chapters VII and VIII, and organization will be taken up along with the general problem of school library organization in Chapter XI. But it will be worth our while to consider at once the relation between the administration of the book collection and the development of the desired reading programs. First let us consider the matter as it appears to the teacher of English.

> "If we would teach an appreciation of literature that will carry over into adult life, *we must place the pupil in a natural library situation under the inspiring leadership of a real lover of books.* The method outlined in this manual provides such conditions. It is commonly known as a laboratory method in English. The use of the word *laboratory*, in connection with an English course will be made clear in the next few pages. Books — all the books one can get — are the chief concern of the instructor. These are placed on tables within easy access of the pupil. The *classroom* resembles as nearly as possible the library of a home." [13]

(The first italics belong to the authors. Later ones are inserted to bring out an administrative situation.)

Here is pictured an ideal set-up for the teaching of literature as visualized by two successful teachers: a *classroom* so full of books as to create the atmosphere of a home library. A similar

[13] Hanes, Ernest, and McCoy, M. J. Manual to readings in contemporary literature. Macmillan, c1928, p. 8-9. (By permission of the publishers.)

picture is presented in the excerpt from Gist and King, *The teaching and supervision of reading*, quoted on page 178.

To the reading situation which the teacher so earnestly desires, the librarian cannot possibly object on the basis of educational theory. All is as it should be — literature studied in the atmosphere of books, actual physical contact with the book at the moment when interest is at its peak, intimate guidance from a teacher skilled in the methods of the laboratory.

But if we go further into the plans of these and other English and reading teachers we shall find that a static collection of books will not fill the bill because pupils get weary of seeing the same titles and, moreover, there must be provision for capturing errant individual interests. How large must the *classroom collection* be to accomplish all this? And what is to be done when the right book is not there but is reposing, unknown to the teacher, in another classroom?

Apparently there are several flies in the ointment. The first difficulty is a financial one inherent in the duplication in many classrooms of comprehensive collections of stimulating books. Is the average school board willing to foot the bill? A second difficulty is not so obvious but is none the less real. Who is to care for and keep in order these scattered collections? Must the teacher be also the librarian? And how are pupils to secure books for home reading? School periods are too short to give opportunity to pupils other than those in the lower grades to do anything more than nibble at books. Completion of the story or the essay with which the pupil has become enamored means hours of reading outside the classroom. Who will set up the necessary lending machinery? And what becomes of the classroom library if the pupils take it home?

Enough questions have been asked to show the drift of practical difficulties. To the classroom library *per se* there is no objection from any quarter. But the classroom library, so frequently visualized apart from any central collection, supervision, or service,

always carries possibilities of disaster. Practical experience has shown that the independent classroom collection becomes static and then disintegrates.

The solution is obvious: *a central library in the school*, or at least centralized school library service.[14] In the first three grades where the mechanics of reading are inextricably mixed with guidance and stimulation it is essential that every classroom have its library corner well supplied with the readers and primers and picture books that the reading program demands. It may even be wiser to carry on all reading activities here under the intimate supervision of an expert teacher than to attempt at once the wider range and more diffused supervision of the library. Many careful students of the problem feel, however, that even at the start it is well to provide occasional contacts with the library as such, and so weekly visits to a central library room are arranged for. Above the third grade there is not quite the same need for constant direction and children may wisely be sent to the library oftener — twice a week is the usual schedule. If, at the same time, the size of the total school collection warrants keeping in the classroom a small, fluid collection of live books, there is every reason to think the reading program is being adequately underwritten: introduction to a wide range of reading with adequate opportunity for individual choice in the library, and close personal supervision — supervised study, if you please, in the classroom.

As we move up from the elementary to the junior high school and from the junior to the senior high the indispensability of the classroom collection lessens. It may still be desirable from the point of view of opportuneness in teaching; but if the school cannot afford unlimited duplication, the centralized library organized for expert service meets the demands of the occasion far more adequately than small fixed collections scattered about the building. From the library pupils may borrow books to take to the classroom; or the librarian may supply the teacher for a class

[14] See p. 371-80.

period or a week with the titles needed for a special reading project. For the rest, if pupils are allowed frequent and easy access to the library, as they should be in the upper grades, they find there time and again a reading atmosphere more stimulating than when encompassed by the formality of the classroom, and every inducement to the extensive and individualized reading which is the end and aim of the reading curriculum. The classroom library, valuable as it may be, is not, except in the lower grades, a desirable *first* step in the development of the reading program. Central service and a central collection should precede it. And for these, it may do no harm to add, the services of a professional librarian are essential. The teacher has neither the time nor the professional preparation for such service.

2. **School library and teacher cooperation.** It is not the function of the school library to teach reading nor to test reading nor even to supervise reading to so intimate a degree as does the classroom. In the first place, the average school librarian is not adequately trained for such work; and in the second, were she to undertake it, it would be necessary for someone trained in library techniques to look after the organization and administration of the library, which, in a school of any size, is job enough in itself. In smaller schools the position of part-time librarian may of course be combined with that of English or reading teacher, but it should be recognized that the functions of the two positions are different. It is the duty of the librarian to supplement the work of the teacher of reading techniques rather than to duplicate it. At times one of her chief duties may be to stimulate teachers themselves to read adolescent literature and that for younger years, or personally to introduce them to these fields, since not a few teachers never have had an opportunity for direct contact with excellent collections of children's literature in the course of their preparation for teaching. Then, too, the librarian must grasp teaching methods; but while the teacher stands on the firing line, the librarian brings up the supplies, conducts reconnoitering ex-

peditions, and works out strategy with the headquarters staff. In other words, she cooperates in the selection of reading material, organizes it, observes how it "takes," and adds her observation and experience to that of the curriculum builder, making practical contribution in the form of lists and provision for a helpful, stimulating, and intelligent reading atmosphere in the library.

3. Pupil guidance. But the school librarian does not waive in favor of the teacher the duty and privilege of individual and group reading guidance. The teacher has the closer contact, but the librarian has the advantage of a freer field and an atmosphere not so redolent of required activities. There is plenty of room for the enterprises of both. What the teacher initiates the librarian follows up; so also what the pupil initiates. But the librarian initiates in her own right, peering intimately into the crannies of the pupil's mind, searching out likes and dislikes, enthusiasms and inhibitions, and prescribing the choice potion suited to each particular case or group. If teaching and library functions overlap in this particular it can do no harm; it is probable, however, that they merely interweave like the combined guidance of parent and teacher, both being intent on aiding and abetting the child's progress.

4. Cooperation with the public library. Regardless of whether or not the school library bears an administrative relationship to the public library, the reading program of the school falls short if it does not in some definite way carry over into the other institution. In establishing a reading habit the school takes a vitally important step; this habit, like the habit of exercise, leads naturally to the place where the habit may best be gratified — to the out-of-doors in the one case, and to the public library in the other. But it is quite possible that a desired habit may not become so firmly entrenched in school as inevitably to carry over.[15] And so the way must be smoothed with associations and contacts, making the transition from school to library easy and natural. Visits to the

[15] American Library Association. Reaching older boys and girls out of school. In its Libraries and adult education. Macmillan, c1926. p. 111-22.

public library on the part of classes and of individuals are arranged; the public librarian or his representatives become known to the school through personal visits and formal or informal talks; the school library by every manner of means advertises the resources of the larger institution, and it encourages pupils to take out public library cards and to use them. One of many devices looking towards this end is to wrap with the high school diploma a library application blank and a suggestion for continuing education in the public library. This should be a final and not a first effort to establish friendly relations.

5. Improvement of the home library. The school library shares with the public library the responsibility for the stimulation of home reading of a fruitful sort.[16] The degree to which boys and girls depend on borrowing from one another and on home resources is graphically brought out in a recent article in the *Elementary School Journal.*

> "A great variety of answers were given to the question, 'Where did you get this book?' The seven answers which were made fourteen or more times are listed in Table V in the descending order of frequency. They do not include the replies indicating that the books came from libraries. While the statements are very general, they suggest children's tendencies in seeking books outside their library relationships.

TABLE V

Answers to Question 'Where did you get this book?'

ANSWER	FREQUENCY
I borrowed it	224
I got it at home	126
I bought it	63
It was a gift	58
It was a Christmas present	45
I own it	30
From a grandparent	14

[16] American Library Association. Reaching older boys and girls out of school. In its Libraries and adult education. Macmillan, c1926. p. 111-22.

"The children furnishing these data were within easy reach of well-stocked public and school libraries. More than 13 per cent of all books reported on, however, were obtained elsewhere. Approximately 5 per cent were borrowed, and less than 3 per cent came from the individual homes.

"The list of 184 titles of books that were borrowed merits brief discussion. Only three of the seven most popular authors previously named are represented, namely, Lofting, Baum, and Burgess. On the other hand, there are nine volumes of the Tom Swift series, four of the Tarzan series, four Ruth Fielding books, and five of the Frank Merriwell set. The book appearing most often is *The Lingernots and the Valley Feud.*

"No attempt is made to rank the borrowed books on the basis of literary merit. However, the facts in the preceding paragraph suggest that parents and teachers who are uneasy about the character of the books read by their children and pupils would do well to ascertain what books the children borrow.

"A random sample of the sixty-three titles of books purchased by the children includes *Beasts of Tarzan, Do and Dare, Bert Wilson at the Wheel, Ken Ward in the Jungle*, and *The Lone Star Ranger.* The close similarity of this list to the list of books borrowed indicates that children frequently buy such books as the foregoing, read them, and then pass them on to their friends . . .

TABLE VI

Relation of Source of Book to the Reader's Opinion of it

Source	Number of Readers	Percentage of Readers Rating Book "Fine"	Percentage of Readers Rating Book "Pretty Good"	Percentage of Readers Rating Book "No Good"
I borrowed it	224	87.9	11.1	1.0
I got it at home	126	87.3	12.7	0.0
I bought it	63	92.0	8.0	0.0
It was a gift	58	87.9	12.1	0.0
It was a Christmas present	45	97.6	2.4	0.0
I own it	30	93.4	6.6	0.0

"Books listed as obtained 'at home' include the following: *Little Men, Little Women, Bound to Rise, Phil the Fiddler.*

Risen from the Ranks, Three Bright Girls, and *Sure Pop among the Safety Scouts*. The list is very similar to the list of books received as gifts. In both lists series books are intermingled with such titles as *Nicholas Nickleby* and *Robinson Crusoe*.

"Fourteen titles are books obtained from grandparents. Eight of them are Alger books presented to an eleven-year-old girl by her grandmother. Each of the eight is pronounced 'fine.' Perhaps the nearest approach to a classic is Porter's *Laddie*." [17]

The findings here recorded suggest at once that there is a large field for helpfulness outside the library that school librarians should not neglect. Through parent-teacher organizations and the closer relationship between home and school which they encourage, the way is paved for the extension of school library service towards the home. Exhibits of books suitable for gifts may be made at Christmas, during Book Week, and at graduation seasons; reading lists may be provided for individual boys and girls after consultation with the parents, who should be encouraged to ask for such service; or the library may cooperate with organizations like the Boy Scouts or Parent-Teachers in the production of lists of books suitable for purchase. Talks to parents on the nature and value of the home library, and practical advice as to buying (especially the buying of sets and subscription editions) are always in demand once the library indicates its willingness to serve in these ways. Book Week offers opportunities for radio talks and book plays. Plans for encouraging hobby reading and vacation reading are useful. All are in line with that important school objective: encouraging the worthy use of leisure.

6. The question of periodicals. The school librarian intent on the encouragement of proper home library conditions immediately runs afoul of the periodical. Statistics [18] are startling in

[17] Lancaster, Thomas J. A study of the voluntary reading of pupils in grades IV-VIII. In Elementary School Journal 28:530-31. March, 1928.

[18] ". . . from 1850 to 1880 the percentage of increase in the number of issues of newspapers and periodicals which were published in the United States paralleled somewhat closely the percentage of increase in the population. From 1880 to 1910, however, the number of issues of news-

their revelation of the extent to which periodical literature has possessed the American home. Any librarian who takes the trouble to ascertain *what* periodicals and *what* newspapers are provided in homes will discover that the number of children's magazines and other periodicals with subject matter suited to boys and girls is almost negligible in comparison with the scores of women's magazines, "confession" and motion picture periodicals, mediocre news sheets and tabloids that flow daily and weekly into well-to-do as well as poverty-stricken homes. A graphic analysis of this situation may be found in Henriette R. Walter's *Girl life in America*[19] and in an article by Oswald Garrison Villard in the *Atlantic Monthly*.[20]

It is in view of this situation that the best modern reading and literature curricula for schools include magazine and newspaper study. In any such program the school library can help enormously, not only by making accessible the periodicals to which boys and girls may occasionally be referred by classroom teachers, but by subscribing for and displaying fetchingly a goodly number of the best magazines and at least one or two representative news sheets.[21]

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papers and periodicals increased more than 500 per cent. During the same period the increase in population was less than 100 per cent. Interesting facts concerning the situation at a later date have been summarized by Reeder as follows:

"'According to Ayer's *American Newspaper Annual and Directory* for 1922, there were circulated in the United States each day last year 31,810,672 copies of daily newspapers, an average of more than one for each family. Besides these daily newspapers, there were distributed millions of copies of weekly newspapers, magazines, and books. The twenty largest magazines of the country had a combined circulation of 21,430,615, while the several thousand smaller magazines had a combined circulation almost as large.'" (From Gray, W. S. Summary of investigations relating to reading. University of Chicago Press, 1925. p. 10.)

[19] Walter, H. R. Reading interests and habits of girls. In her Girl life in America. The National Committee for the Study of Juvenile Reading, 1927. p. 117-27.

[20] Villard, O. G. Sex, truth, art and the magazines. Atlantic Monthly 137:388-96. March, 1926.

[21] Fargo, L. F. Youth and the news stand. Child Welfare 21:5-9. September, 1926. Reprinted by the American Library Association.

See also lists of suitable titles and further discusion, p. 190-93.

IV. The Principles of Reading Guidance

These have been so carefully studied and so adequately set forth in many other places that here we shall only pass them in review. Among authors who should be known to school librarians in this connection are Terman and Lima, Uhl, and Jordan.[22]

Significant principles may be stated as follows: Reading should be adapted to the individual boy or girl and it should be motivated. The guide should acquire the reader's point of view, should have an intimate acquaintance with boy and girl literature, and should combine contagious enthusiasm with excellent judgment. Practical application of the principles of child and adolescent psychology is imperative.

1. **Recognition of individual differences.** The supreme distinction of the public library in relation to reading guidance has been the individualized nature of its work. The public school, on the other hand, has been handicapped by numbers, and in spite of the efforts of progressive schoolmen, still suffers from the evils of mass education. The librarian coming into the school field finds many of these hangovers in the reading program. The variety and extent of lists is curtailed because of the apparent difficulty of checking on miscellaneous reading, and also because in the absence of a librarian it has been easier to order and care for duplicates. Some teachers there are who are alert and eager to use every new book; upon others has settled an inertia which tends towards the crystallization of reading in fixed grooves. One reason, therefore, why a public library background is valuable to the school librarian is its emphasis on the individual reader — an antidote against the mass tendency of the school.

What characteristics of boys and girls chiefly differentiate them as readers?

Age is a first point of differentiation. Other things being equal, the average child of eleven is not satisfied with the same book as the child of eight or nine. *Mental age* is, however, more important

[22] See also titles listed in the bibliography at the end of this chapter.

than chronological age, and here the scientific tests of the school afford to the librarian aid which, though not infallible, is always suggestive.

Along with age there are to be considered *physical development, temperament,* and *home backgrounds.* Boys and girls with *defective eyesight* must be cared for. Sometimes this very handicap becomes an opportunity, for the child is peculiarly dependent on the direction of the librarian, who contrives to combine the search for large type with discrimination as to subject-matter. Nervous girls, robustious boys, bookworm children all offer special problems to the would-be reading guide. So, too, do varying temperaments; the sentimental girl, the stolid boy, the excitable child. Boys and girls with traditions of culture in the home, accustomed from babyhood to a literary atmosphere, may be given titles that would be Sanskrit and Greek to less fortunate youngsters. The school holds all these types, and more. And so the school librarian must be a student of child nature as well as of books.

Sex must be taken into consideration. Girls read more than boys,[23] but the spread of their interests is narrower and more even. Boys are variable in their reading tastes. For a year the male youngster may be absorbed in stories of wild animals; for six months, Indians are his hobby; sometime later he goes over to electricity or radio or sea stories. Meantime the girl treads a more even path, centering her reading in home life stories like *Little women*, books about pets, about love and friendship and romance. "Keen" books for boys involve adventure, mystery, exploration, unusual experiences, and not much sentiment.[24] Girls like these books too; but they are not the mainstays of their interest. On the other hand, boys seldom like girls' books.

Differences in mental ability have been suggested under age. Terman and Lima [25] have shown that *gifted children* read three

[23] Herron, Miriam. [A study of quantity reading by boys and girls.] Michigan Library Bulletin 20:100. April, 1929.

[24] Charters, W. W. The books boys read. Library Journal 53:481-83. June 1, 1928.

[25] Terman, L. M., and Lima, Margaret. Differences in mental ability. In their Children's reading. Appleton, c1925. p. 51-67.

or four times as much as those of average ability and that the quality of reading is better. The case of the eleven-year-old who asked the librarian if she thought *Microbe hunters* a suitable book for him to read can be duplicated in many instances. When the librarian said he might try although she strongly suspected the book was too mature, the response was that he had already read it half through and it was *"some* book."

Subnormal children are a particular challenge. Here the librarian must realize that the span of interest and attention is short, that there must be less and easier reading in limited fields. Also there is less initiative; choices must be made for the child after careful search for his flickering curiosities or interests.

Boys and girls are individuals; not groups or classes or platoons. Respect for *personality* is as essential in dealing with juveniles as with grown-ups. The former, it is true, may be more easily led and their tastes turned into worthy channels; but to attempt to force a child into spheres of reading to which he is not attracted by temperament nor fitted by mental ability is as futile as with adults. If reading guidance is to be at all effective there must be a sufficient range of materials to touch the interests of each particular boy or girl; and suggestion must take the place of compulsion.

2. **Motivation.** Little children have been known to learn to read practically by themselves under the impulsion of curiosity and a desire to imitate. These incentives continue into school years along with others, like wonder, vanity, the desire to do and to grow, to understand society, people, events; and a thousand other urgings and promptings of human nature. Successful reading guidance occurs when the titles offered touch these urges. When the librarian remarks that most high school girls like Margaret Slattery's *Just over the hill* because it helps them to be good friends and popular in school, she has motivated the reading of that book, for girls want to be popular and to have friends. Motivation is often unconscious and negative as when a book is forbidden and so arouses curiosity. If the school library has the

right collection of books it will never be necessary to forbid, but only to suggest. And suggestions will, of course, be in line with the interests and desires of boyhood and girlhood.

3. Getting the juvenile point of view. Success in writing for boys and girls comes from looking at the world through their eyes. So, too, does success in directing their reading. Nobody wishes the librarian to be childish; but all principals and all supervisors and, of course, all boys and girls, wish her to be child-*like*. This means being able to share enthusiasms and griefs, to see life as a drama, to love beauty and virtue in the concrete, to imagine mountains and valleys in level plains, and to view the world with wonder. To some this is a natural gift; others may cultivate it by association with children, by the study of child psychology, and by wide reading of juvenile literature. Egregious errors in book selection for boys and girls come about through the unconscious persistence of adult ideals. A philosophical essay is recommended to a boy who wants a simple scientific writing; an elegy is suggested instead of a lyric; sophisticated wit is urged above bubbling humor. It is too bad to insist on a boy's reading *The doll's house* when *Elmer the great* is holding the boards. It is also a waste of time.

4. Familiar acquaintance with boy and girl literature. The emphasis here is on *familiar*. Miss Lizzie Cox,[26] famed in library dramatics for her untimely death due to the reading of the actual books after prolonged over-indulgence in reviews, should have no double in the school field. The school librarian must know her books. There is a now-or-never quality to her work. She must be ready to catch the pupil's interest at the exact moment when it is at its peak. To delay suggestion until the right title can be searched is fatal. To depend on lists is equally pernicious. One great advantage accruing to the librarian who must do her own cataloging is personal acquaintance with each book before it goes upon the shelves.

[26] Boyd, A. M. Exit Miss Lizzie Cox. Wilson, c1926.

5. Enthusiasm and judgment in the guide. Being enthusiastic is a part of being childlike; also, enthusiasm is contagious. Most of us can remember books dipped into solely because of a sanguine recommendation given by someone in whose discrimination we had confidence. But what woe befell succeeding attempts at advice if the first appeal had not been founded on good judgment! To be honestly enthusiastic is one thing; to be sentimentally or perfunctorily so is another, and boys and girls are quick to detect the difference. Better leave the exploitation of free verse to the teacher of the senior English class if you are bored by it; but see to it you have some worthwhile literary enthusiasms somewhere. Perhaps your forte is the humorous essay and you can set a whole group in motion towards the shelves where repose Morley's *Mince pie,* Bergengren's *Perfect gentleman,* or Warner's *Endicott and I.* At the same time, care must be taken not to urge one's own enthusiasms too far. Some children will take books when they know they really do not want them, rather than seem impolite. But these children will not often return for help and will have little confidence in the librarian's judgment.

V. Library Methods for Stimulating Reading

All satisfactory library methods for stimulating reading are based on the principles of guidance already laid down. We have suggested that visits to other libraries, and the consistent perusal of professional literature such as *Libraries*, the *Library Journal,* and the *Wilson Bulletin* will yield the librarian a host of devices. A significant and wholly delightful presentation of methods actually in use is *Public library service to elementary schools* [27] put out by the Los Angeles Public Library. Effie L. Power's text on *Library service for children* [28] is recommended for reading.

[27] Los Angeles Public Library Department of Work with Children. Public library service to elementary schools. Los Angeles Public Library, c1926, p. 8-27.

[28] Power, E. L. Library service for children. See Chapter, Reading guidance. A.L.A. (In preparation).

Miss Power classifies devices useful in guidance under two headings: *Group methods*, and *Personal work with individual children*. Under group methods Miss Power suggests story-telling, book talks, reading clubs, dramatization, instruction in library use, use of catalogs and lists, bulletins and exhibits, contests, and miscellaneous such as the appreciation hours held in Los Angeles,[29] and the summer travel plans followed by a number of public libraries.[30] In discussing work with individual children Miss Power emphasizes the necessity for personal contacts: putting books into the hands of individuals with brief comments; conversations about books called to the librarian's attention by boys and girls; the prevention of discouragement among laggards by finding for them the books they can read with ease; the checking of the omnivorous reader by conversation about details, illustrations, or plot, which sends the too hasty one back to re-read and digest.

In the high school and junior high school, publicity counts heavily. Among the devices are: posters, accompanied by the books recommended; write-ups in the school paper, preferably by the pupils themselves; auditorium programs in which incidents in books or authors' lives are portrayed dramatically; book pageants; the upkeep of bulletin boards by pupil committees. Book and reading clubs function well in many schools, often with the cooperation of the public library. A file of *reports made by pupils* on books they have read helps other pupils to evaluate titles which they are considering. Open shelves and freedom to move about in the library are essential. The open-faced periodical rack [31] invites attention. Attractive bindings and excellent repair work are unmistakable assets. The featuring of hobbies through exhibits of hobbies and books useful in their pursuit, also helps. But in the high school, as among younger children, the personal touch needs emphasis.

[29] Los Angeles Public Library Department of Work with Children. Public library service to elementary schools. Los Angeles Public Library, c1926. p. 8-27.

[30] Wooster, J. E. Vacation traveling by way of books. Library Journal 54:139-42. February 15, 1929.

[31] See illustration, Plate III, fig. 5.

After the librarian has compiled lists, prepared exhibits, displayed magazines to the best advantage, arranged club programs, and found pictures and lantern slides for the English teacher, there is still left the stimulating contact with the individual pupil, either planned or casual, which is so peculiarly effective. "What is it you are studying about, Mary, — the Crimean War? No, I suppose it isn't very interesting. Still, you have thought of being a nurse, haven't you? Did you ever read the life of Florence Nightingale, who gave such wonderful help to the soldiers of the Crimea?" . . . "Yes, John, I like climbing too. Have you read the story of how Richard Halliburton climbed the Matterhorn? Here it is. It will give you quite a thrill." It is these little chats over the desk, the quick response to the challenge of a pupil's interest, the ever-ready store of titles and authors, the spirit of give and take characterizing the working library, that mark the culminating point of the librarian's place in the stimulation of reading.

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HUBER, M. B., BRUNNER, H. B., and CURRY, C. M. Children's interests in poetry. Rand, c1927.

Valuable for its graded lists of poems and tabulation of children's choices.

KIMBALL, R. S. What magazines do high school students read? School and Society 24:486-88. October 16, 1926.

LOGASA, HANNAH. Devices for increasing voluntary reading. In her The high school library. Appleton, c1928. p. 141-70.

Practical suggestions for the school librarian.

LOS ANGELES PUBLIC LIBRARY DEPARTMENT OF WORK WITH CHILDREN. Public library service to elementary schools: outlines and projects. Author, 1926.

A description of methods actually in use.

NATIONAL SOCIETY FOR THE STUDY OF EDUCATION. Twenty-fourth yearbook; Part I, Report of the National Committee on Reading. Public School Publishing Co., 1925.

In its treatment of objectives, of the modern school reading program, of the relation of reading to content subjects, and of reading tests and their application to reading problems this report is of interest to the school librarian as well as to the teacher.

POWER, E. L. Library service for children. A.L.A. (In preparation)

Gives criteria for judging books and methods for guidance and stimulation.

RASCHE, W. F. Methods employed by teachers and librarians to stimulate interests in reading: a dissertation submitted . . . in candidacy for the degree of Master of Arts, Department of Education, University of Chicago, June, 1927. (Unpublished) (Summarized in School Review 37:29-36, 124-31, 204-14, 293-303. January, April, 1929.) Also issued in reprint form.

TERMAN, L. M., and LIMA, MARGARET. Children's reading. Appleton, c1925.

One of the most helpful books on the reading interests of children.

UHL, W. L. The materials of reading. Silver, c1924.

Presents in scientific but readable form such subjects as reading investigations and their effect on school curricula, children's

interests in reading, the social objective, and standards for evaluation of juvenile literature.

WALKER, H. R. Girl life in America: a study in backgrounds made for the National Committee for the Study of Juvenile Reading. National Committee for the Study of Juvenile Reading, 1927.
Chapter IX on the reading interests and habits of girls summarizes studies and tabulates information relative to types of books and magazines most read.

WASHBURNE, CARLETON, and VOGEL, MABEL. Winnetka graded book list. A.L.A., c1925. o.p. 2d ed. Rand-McNally, 1929.
A statistical study of children's likes and dislikes.

READING INTERESTS

In addition to titles listed above the student will find the following helpful:

BECKER, M. L. Adventures in reading. Stokes, c1927.
This book, written for girls, gives the librarian valuable clues as to literature suited to girls.

EATON, A. T. What high school students like to read. Education 43:204-09. December, 1922.

HAMILTON, A. E. On the way of boys with books; On the way of boys with poetry. In his The real boy. Boni and Liveright, c1925. p. 179-226.

MOORE, A. C. Crossroads to childhood. Doran, c1926.

OLCOTT, F. J. The children's reading. Houghton, c1927.

ROOS, J. C. New books for young people in their teens. Library Journal 53:581-85.

QUESTIONS AND PROJECTS

1. Characterize the trend of scientific reading investigations carried on during the last five or six years. Is it toward reading techniques? Towards materials, habits, and interests?
2. Find a study giving methods useful in stimulating reading by elementary groups of less than average reading ability. What are the methods?
3. Outline the types of material essential to the school library in view of the reading program set forth in this chapter.

4. Should school library books be graded? If so, by what plan: chronological age, school grade, or mental age? Why?
5. Read in the School Review the summary of Mr. Rasche's study on Methods to stimulate interests in reading. Of what use is such a study to the school librarian. Why?
6. Imagine yourself the newly-appointed librarian of a junior high school which owns 2,000 books, the most readable of which are permanently shelved in English classrooms. Write a letter to the principal suggesting a better plan of organization.
7. Examine the boys' and girls' books for sale in a ten-cent store or a department store. Question the clerk as to popular titles. Why do you think boys and girls buy those books? Would you recommend them? If not, how would you go about it to encourage other choices?
8. Look over the books listed in the bibliography of this chapter. Which ones offer the most practical help to the school librarian? Why?

Chapter V

Reference Work in the School Library

I. School Reference Objectives
   1. Comparison with adult reference objectives
   2. The library a laboratory

II. Types of School Reference Service
   1. Curriculum reference for pupils
   2. Extra-curricular reference for pupils
   3. Reference service to teachers
   4. Reference service to the general public

III. How the Librarian Qualifies Herself for Reference Service
   1. Knowledge of child and adolescent psychology
   2. The librarian's reading
   3. Knowledge of the community outside the school
   4. Knowledge of the school community
   5. Stimulating faculty interest
   6. Publicity
   7. Cooperation with local library agencies
   8. Use of library extension agencies
   9. Use of extra-library agencies

IV. Technical and Administrative Devices
   1. Bibliography making
   2. Cataloging
   3. Indexing
   4. Assignment notification blanks
   5. Permanent classroom reference collections
   6. Miscellaneous

V. Conclusion

I. School Reference Objectives

1. Comparison with adult reference objectives. In a school library, reference work with pupils is conducted with an eye to its educational values. So, too, is a part of adult reference service in a public library.[1] But the public library also very prop-

[1] Wyer, J. I. Reference work. A.L.A., c1930. p. 38.

erly stresses fact-finding service of the information-bureau type, while the school library puts first emphasis upon that aid and assistance in study which is clearly its function, and performs every service for pupils with educational and cultural outcomes as acknowledged objectives.

These objectives have been set forth in an article called "Seventeen and the reference librarian": "You are not here [in school] dealing with a hurried business man in search of a vital fact, or a technical expert to whom time is money. To these you may hand out information with bargain counter celerity and a clear conscience. But in Seventeen's case you must put a firm heel on [certain] public library ideals and consistently refuse to do anything for him which he can do for himself. . . . You set up guide posts and forestall false moves and gently steer, push, and even prod. But the game belongs to Seventeen. Beware of playing it for him. You are only the coach." [2]

2. The library a laboratory. The school librarian who looks upon the library as a laboratory is on the right track. Such a concept helps in making decisions on certain perennial and oftentimes irritating problems. Take, for example, the question of the school librarian's teaching function. In the lower grades, should the librarian be considered as a reading teacher? The answer is "no" if we have in mind the mechanics of reading; and "yes" if we are thinking of silent reading, which is fundamentally a laboratory activity under expert guidance. Similar reasoning indicates the proper attitude towards the request of a pupil for help in solving an algebra problem or in translating a Latin lesson. The librarian extends sympathy and encouragement, provides the pupil with a logarithm table or a Latin dictionary, and shows him how to use it. She does not teach him how to solve his problem nor does she translate for him. The one is the function of the classroom teacher and the other that of the pupil himself. The li-

[2] Fargo, L. F. Seventeen and the reference librarian. In Wilson, Martha. School library experience. Wilson, 1925. p. 42-50. Reprinted from Educational Review 67:46-49. March, 1924.

brarian's duty is to establish laboratory conditions and to provide laboratory tools.

True laboratory work embodies notions of search, initiative, progress through trial and error. To many an adult it becomes a species of indoor sport, an absorbing passion. Boys and girls should catch some of this spirit in the library. Unfortunately most of them have little of it when they come. They have reference "assignments." Any hint on the part of the librarian that library resources may not cover the subject or that she herself is not ambitious to trail so elusive a fact is hailed with joy. What so easy as to report that the book was not in or that the librarian could not find it, the last being regarded as proof positive that it is not within the range of human possibilities to find that particular fact. Conversely, what school librarian has not surprised a look of pained amazement when she called the bluff with, "Well, honestly, I don't know any more about this than you do and we don't seem to be making much progress, but of course we are not going to give up. I don't want to admit I am stumped. Do you?"

II. Types of School Reference Service

School reference divides itself naturally into three accepted types and a fourth more dubious one: (1) curriculum reference for pupils, (2) extra-curricular reference for pupils, (3) service to teachers, and (4) service to the general public.

1. Curriculum reference for pupils. This involves consideration of the laboratory approach [3] and its relation to the methods commonly adopted by teachers.

The laboratory approach presupposes systematic instruction in the use of the library and library tools, previous planning, and resourcefulness in dealing with the unexpected.

The content of *systematic instruction* courses is considered in Chapter VI. It is enough now to note that reference work is the

[3] Youngstown (Ohio) Public Library. The "laboratory use" of books in teaching grade school subjects. Wilson Bulletin 2:195-96. March, 1924.

logical follow-up for instruction, and that the skilful school librarian gives or withholds help in view of what children have or have not learned about the library. If a pupil asks whether the library has Lamprey's *In the days of the guild*, the card catalog is not indicated unless it is certain that the pupil has been taught to use that instrument or unless the librarian seizes the opportunity to show him how to use it. But in neither case is the entry searched *for* him. He is encouraged to do that for himself. It is worth noting in this connection that a knowledge of what the school teaches is essential. Many a librarian has recorded as stupidity a child's bungling with letter-guides when the real difficulty is that there is no place in the modern curriculum for learning the alphabet.

Another aspect of the laboratory method is its *pre-arranged nature*. Ideally, pupil groups do not, except in emergencies, seek library reference service in connection with curricular subjects without previous planning and bibliographic work on the part of librarian and teacher. In fact, the average school librarian spends a goodly share of her time in this type of teamwork, whereby library resources are made ready for use in advance of pupil demands.

And yet at this point a paradox appears. It is fatal to base all curriculum reference on pre-arrangement and prepared lists. There is always *the unexpected question* arising out of class discussion or the unforeseen development of a project. That teacher who sent suddenly for "a front view of an elephant" may have been taking quick advantage of a girl's impulse to draw one. The variety and number of unexpected questions coming to the library is an indicator showing both the alertness of the teaching staff and the recognized resourcefulness of the library. More than one supervisor goes to the library when he wants to measure the school!

Methods used by teachers. So much for the approach to curriculum reference. We are now ready to deal with methods used by teachers. First come two more or less questionable ones: Parallel or collateral readings, and class assignments limited to a single

volume. Over against these may be placed three more satisfactory plans: Subject assignments, individual assignments, class or group projects.

In its extreme form the method of *parallel or collateral reading* scarcely deserves discussion under the head of reference. "Assigned reading" more nearly expresses it. The teacher consults a bibliography in the back of the text or compiles one herself, ordinarily without much aid from the librarian. Each pupil in the class is required to read a specified amount; fifty pages a week was for many years the favored prescription in the history department of one school. Certain advantages are claimed for this type of assignment: viz., it is perfectly definite and saves the pupil's time; it also gives him an opportunity to compare authorities and to secure an all around view of the subject. And yet it is a happy sign of library efficiency as well as of improvement in educational method that this plan is going into the discard. Anyone who has watched successive relays of pupils laboriously reading fifty pages a week from the title printed in the largest pica and having the widest margins knows that the net result is to deprive the pupil of all incentive for research and to make of library work a bore. In some schools this obsolete type persists under the guise of supervised study, and there are cases where the so-called "challenge" or "contract" method has been allowed to degenerate into this type, making of the library a supervised study room, and of the librarian a supervising teacher. Even the most promising of educational plans "gang aft a'gley." The alert principal, no less than the alert librarian, will be on the lookout for such calamities. Working together, they should be able to avert them.

The class assignment limited to a single volume is another form of curriculum reference that often works a hardship on librarian and pupil alike. When this is the favored plan, several things are wont to happen: (1) the pupils have difficulty in working up the assignment because it is so concentrated; (2) the teacher demands duplicates and the librarian gets them; (3) the librarian's work

becomes mechanical; (4) teachers and pupils lose the zest that comes from variety. Refusal on the part of the library to supply the necessary duplicates frequently results in the building up in the school of extra-library collections under the guise of free supplementary texts or laboratory equipment.[4] This is uneconomical, and bad from the administrative point of view. Obviously the librarian, the teachers, and the principal should consult. There are conditions where the purchase of duplicates is inevitable; the librarian should bear in mind that one good reference is worth a dozen poor ones, and that economy of pupil time is desirable. Teachers and principals on their side must consider whether they have actually found the one best reference work, and whether long rows of duplicates on the library shelves are conducive to the joy and resourcefulness that should characterize the library laboratory.

Subject assignments. One very good way to circumvent class assignments that are wooden is to indicate subjects rather than prescribed readings. This should not be undertaken without previous consultation between teacher and librarian and a careful examination of library resources to see that the material needed is readily available. While it may be a decided strain on library resources to supply an entire class with material on the habits of the salmon, it is certainly easier and usually more satisfactory than to arrange for thirty pupils to read "The Odyssey of the sockeye salmon" from a bound volume of the Atlantic — granted, of course, that other articles are as readable as the "Odyssey."

Individual assignments. A wide recognition of individual differences is steadily encroaching on the older and more limited reference methods of earlier years. Variety in the assignments made by the teacher gives opportunity to appeal to the child's natural interests; it also allows tempering the wind to the shorn lamb. In a certain biology class, any pupil might pass if, in addition to laboratory and textbook work, he covered certain minimum refer-

[4] See p. 172-75.

ence requirements. Those who were capable of further accomplishment and wished higher grades chose from a list of additional requirements: they might make a collection of moths, or report on measures for restricting the spread of dandelions, or read Beebe's *Jungle peace*. The pupils were not bored with the science reference work in that school.

Class or group projects. The boys and girls in the class mentioned were pursuing individual projects; but it is only a step to the class project or the group project. Miss Eaton [5] tells of a sixth grade unit of work called *How man recorded his activities* which requisitioned for reference service nearly sixty books with titles ranging from Baikie's *Ancient Egypt* to Kipling's *Just so stories*. It was in Evanston, Illinois, that a kindergarten class engaged in making a "Zoo" came upon the problem of the porcupine's quills. Did they point forward, upward, or back? An exciting search through picture-books enabled the class to decide this weighty question.

Such activities as these represent the high-water mark of present-day curriculum reference. They reveal to the principal what Miss Walker has so humorously explained about librarians in "Why they do not tat." [6]

Bibliographies. But these activities should not be undertaken without thoughtful planning and careful bibliographic preparation. Concerning bibliographies several points are to be borne in mind. First, individual pupils should be taught to do bibliographic work for themselves.[7] Second, pupil committees may work with the librarian in providing bibliographies for the group. Thus, in a journalism class where there were twice as many pupils as there were weeks in the semester, successive couples acted as bibliog-

[5] Eaton, A. T. Classroom activities and the school library. In School library yearbook no. 2. A.L.A., 1928. p. 140-47. Reprinted from N.E.A. Elementary School Principals. Sixth yearbook. N.E.A., c1927. p. 264-70.

[6] Walker, J. M. Why they do not tat. In Wilson, Martha. School library experience. Wilson, 1925. p. 290-96. Reprinted from the Wisconsin Library Bulletin, December, 1919.

[7] See p. 131.

raphers for the class, making up and posting the necessary lists a week in advance. Third, the librarian should not undertake the entire burden of list-making for any faculty member or for any department, for, on the one hand, the teachers fail to get personal knowledge of the books in use, and on the other, the librarian omits material which the teacher can supply from her more intimate knowledge of the subject in hand. The project work of the biology class, previously mentioned, had been prepared for in the following manner: one member of the teaching staff was relieved from certain laboratory duty in order to prepare in the library a card index of all printed material useful to the department. Search was not limited to books, for the librarian saw to it that the resources of bound magazines, and of clipping, picture, and pamphlet files were brought to his attention. The work was carried on over a series of years, the librarian making note of new materials as they became available and passing the notes on to the man in charge. On the basis of the index the teachers in the department made up lists for outside reading and for reference. Government bulletins heretofore buried, illustrated articles in the *Scientific American*, nature essays by Burroughs and Mills, and poems like Joyce Kilmer's "Trees" all found their way into these lists to the pleasure of teachers and pupils alike.

2. Extra-curricular reference for pupils. But there is a field of school reference service quite outside the curriculum. This extra-curricular service does not merely happen; it is consciously planned for and consistently featured by the far-seeing librarian, for out of it comes that fine flower of school work, "an urge towards learning as a life process." Reports from fifteen school libraries reveal that in the case of twelve, reference questions relating to the curriculum are in the preponderance, ranging from 66 to 99 percent. All report some questions growing out of individual hobbies or personal curiosities, one reports from 25 to 50 per cent, one a 50-50 ratio, and one places personal interest questions at 65 per cent. These questions are of course the librarian's

particular joy, and they tend to grow steadily along with the growth of the school's reference collection and the pupils' experience with it. They have a decided educational value.

We have no way of knowing in the schools reporting how many reference questions were searched by pupils working independently. Where boys and girls are taught to use library tools skilfully, librarians repeatedly have the experience of listening to a polite "No, thank you, I can find it myself" when they proffer help. Children like to work independently when they know how.

But we must not stop with extra-curricular service to individuals. The school library is expected to take part in school and community projects. When the city stages Clean-up Week, school children assist and the school librarian is ready with pamphlets and clippings and periodical references for the essays and speeches that the activity brings out. Boy Scouts and Camp Fire Girls are constant patrons of the reference collection where any attempt is made by the library to meet their necessities. The preparation of assembly and society programs; costuming and stage-settings for plays and lesser dramatic performances; social affairs requiring new games and stunts; all these create a steady demand for a varied reference service. And, in addition, there are the school clubs with a thousand enterprises in which the library can help.

It may be objected that these miscellaneous and scattered demands are matters for the public library and not for the school. Some of them no doubt are. Few school collections are or should be large enough to cover all possible undertakings in which boys and girls engage. But the school library has an immediateness that the public library frequently has not, and to that extent is better qualified to serve. Moreover (as many a public librarian has observed to her consternation), reference work, once well started in the school, has a tendency to grow beyond all expectation and to overflow into the public library where in more than one instance it has seriously interfered with service to the adult public. The truth is that there is work enough for both institutions and a proper

division of labor is desirable. Obviously, it is the duty of the school to take care of a generous share of the demand it creates in order that the public library, whose resources have to be proportioned among many groups, may not be overwhelmed by one class of borrowers and users.

3. Reference service to teachers. The teacher and the school official are entitled to the best reference service the library can furnish. The librarian should always remember that help given such a one is multiplied many-fold through the agency of the classroom or the faculty meeting. In a large school it is practically impossible for the librarian to serve each child individually. Work *must* be done through the teacher, often without that individual's solicitation; for some teachers, strange to say, hold librarians in considerable awe and are shy about asking for aid, while others never think of it. Rare, however, is the faculty member who resents being introduced by exhibits, by bulletin, by word of mouth, or by a personal note to unexpected sources of helpful information bearing on the curriculum. But the wise librarian does not limit herself to curriculum enrichment when dealing with the faculty. Her eyes are wide open for personal hobbies to which the library may minister; for opportunities to encourage the teacher in professional study and investigation; and for openings leading to direct reference service to principals and other school administrators in their particular problems. This is not only the expected thing; it is good policy from every point of view. Through it the librarian builds up a camaraderie and teamwork that are fundamental to success.

4. Reference service to the general public. So far this discussion has concerned itself with a widening range of school reference service. But there are limitations. Unless the school library serves as a community center or as an adult branch of the public library,[8] reference work is not concerned with the public outside the school. The librarian will not refuse to answer when

[8] See p. 403.

a member of the Women's Club calls up to ask the name of the *Atlantic's* prize story and she will always stand ready to help with book lists and references those welfare, social, and religious agencies that work directly with boys and girls. She will not refuse the use of a reference tool to an occasional adult. But in the main she tactfully turns such requests toward the public library, if there is one, for there they really belong.

III. How the Librarian Qualifies Herself for Reference Service

The reference service of the school librarian is qualified by knowledge of child and adolescent psychology, by personal reading, by knowledge of the community outside the school and of the school community, by resourcefulness in stimulating faculty interest, by the use of publicity methods, by cooperation with local library agencies, by wise use of library extension agencies, and by the use of extra-library agencies.

1. Knowledge of child and adolescent psychology. Every reference assistant knows that it is half the battle to get at the real inwardness of the inquirer's question. A knowledge of psychology is most helpful; and for the school librarian familiarity with child or adolescent psychology is invaluable. The authorities on these subjects will be perused carefully and the librarian will consistently attempt to apply their theories to library situations. She will be constantly on the lookout for the methods that work best with varying types: the shy boy who does not wish to display his ignorance by asking questions; the lazy one who must be approached with a dare or a challenge; the girl who must be watched for signs of too easy discouragement; and the hesitant one who must be thrown on her own to develop her initiative.

2. The librarian's reading. It goes without saying that in no phase of school library work does wide reading on the part of the librarian count for more than in reference. Four fields very necessary to cover, and perhaps most often slighted by librarians

because they like better to satisfy their cultivated and keen literary tastes, are natural science; social science, including economics and politics; useful arts; and education, including psychology. Other fields to be covered are art, vocations, biography, and history. It is amazing how much a word like "plankton" suggests to the librarian after she has read a book about life in the sea, and how much easier it is to find references for the boy who is reporting on plant life in salt water! Catholicity of reading interest is the desideratum; and while no school librarian aspires to be a walking encyclopedia, she may at least become an "omniscient smatterer."

3. Knowledge of the community outside the school. But it is not book knowledge alone that the school librarian needs. She, like the general reference assistant, must know the community and, more especially, its industries, resources, and history. If it is not often possible for the school librarian to join student expeditions to industrial plants, or leaving the library in charge of a pupil understudy, to run away to a meeting of civic importance, she can at least evince an interest in such enterprises by commissioning pupils and teachers to ask on behalf of the library for printed information which may be made available to all by insertion in the clipping file. By such methods access is obtained to whole fields of local information and publication otherwise untouched.

4. Knowledge of the school community. Forehandedness has already been mentioned as a *sine qua non* of school reference service. Like the reporter, the librarian develops a nose for news. When the principal announces in faculty meeting that the pros and cons of honor awards will be discussed next week, an immediate demand from the faculty for printed information on that subject is sensed and a bibliography is made up at once. Or if an announcement of the coming of Tony Sarg's Marionettes appears, preparation is made for questions about puppet shows. Daily, and for the most part quite casually, the librarian confers with teachers and with pupils, learning of coming activities and events, so that before

events actually break, preparation may be made. Faculty bulletins and school bulletin boards are scanned with the same end in view, and on the librarian's desk is a calendar of special days (and weeks), for the school allows few to pass unnoticed. Above all, the librarian keeps a sharp lookout for changes in classroom procedure and in curriculum content. She need not be surprised if the whole method of teaching civics is overturned between semesters by the introduction of a new text. Nor is it cause for offence when it is discovered that the civics teachers are looking to the library to supply an entirely new line of reference materials and to do it instantly. They really are not to blame that the head of the department forgot to notify the librarian. Theoretically, of course, this could not happen, for the librarian should sit in with the group arranging for curriculum revision — at least if eligible by previous study. But practically it does happen, and the librarian hastily gets out such materials as are available, orders new reference books "rush," and explains to the department head why better service can be given when notification of curricular changes comes in time.

5. Stimulating faculty interest. The librarian's part in stimulating the demand for reference service should not be overlooked. Various devices are in use with this end in view. New books are placed on a display shelf for one week previous to circulation and teachers are given the privilege of reserving in advance any they wish to use. The librarian sometimes arranges with the principal to schedule occasional faculty or departmental meetings in the library. This may be done at the beginning of the year, and the librarian is careful to place on exhibition all newly acquired reference aids. Perhaps she makes a little speech about them; or the teachers may actually be given a lesson on the use of reference tools. Particular pains is taken to introduce new teachers to the clippings and pamphlets and the magazine collection, as well as to slides, films, and other visual aids. The reserve system is explained. If there is a cooperative arrangement for

reference service between the school and the public library, that also is explained. Finally, each teacher goes away bearing a mimeographed sheet outlining the library's reference resources and explaining current practice in connection with reserves, the lending of books, and similar matters.

6. Publicity. The school affords many means of publicity. Among these are the school paper, the principal's bulletin, convocations, and school bulletin boards. Previous to Education Week a list of titles for use in working up essays and speeches may appear in the school paper along with the announcement of the week's program. In the principal's bulletin it is possible to insert notices of recent reference acquisitions. Convocations or auditorium exercises may feature talks on "How we used the library in our civics project." Publicity in the form of library slogans or reference lists may be placed upon bulletin boards in halls or study rooms.

7. Cooperation with local library agencies. The librarian has still another duty in her reference capacity. Regardless of any official connection between the school and the public library, there should be an attempt to keep the latter informed of probable school demands. Copies of required reference lists, debate and essay topics, and information concerning school projects and activities are sent to the public library reference room or to the nearest branch, for no matter how efficiently reference work is managed in the school library some of it is sure to spill over upon other agencies. And some of it goes there by direction. Not once or twice but many times a week the school librarian refers a pupil or a teacher to the larger resources of the public library, oftentimes with a personal note or a penciled list of references, for whatever can be done to smooth the path for the inquirer or lessen the burden at the central agency is no more than professional courtesy.

8. Use of library extension agencies. School libraries naturally cooperate with and make use of still other outside

agencies. Most state and university libraries, through their extension departments, are ready and willing to complement the school's relatively meager collection of reference material. This is especially true of debate topics. But advantage is not to be taken of such extension agencies by asking for materials which should be available locally. Out-of-the-way communities with no organized library service are deserving of first consideration and in all courtesy and fairness the librarian with an excellent collection of books at her back will not rob these less privileged communities by requesting service the school library should be able to give. On the other hand, every school librarian will make it her business to know where such agencies are located and how they may be used, so that they may be called upon in emergency. A letter to the state library or to neighboring college and university libraries will bring printed information as to borrowing rules, and a request to be put on the mailing list will supply the library with such lists, bibliographies, and general information as are distributed to schools generally.

9. **Use of extra-library agencies.** The local bookstore is an excellent source for stray information in trade bibliography, and occasional questions concerning editions or the price of new books can be referred directly to the store or the answer sought over the telephone. Other sources are local industries, charities, and welfare agencies. Here the school librarian should seek aid in person, by telephone, or by letter, rather than send groups of children who may easily become a nuisance. Lastly, the librarian never forgets that in the faculty is a group of experts ready to serve when asked. The best possible way to take care of the girl who wants information about Dr. Sargeant's school may be to send her to the physical director who was there herself last year, and a frank confession of ignorance on the part of the librarian may elicit from the physics teacher such an explanation of radio transmission as will make the librarian an intelligent guide to the boys who are delving into that subject.

IV. Technical and Administrative Devices

It is impossible to take up here in detail the methods and devices suited to varying subjects and age groups. References at the end of this chapter should be suggestive to the student who wishes to go more fully into the matter. But certain forms of technical work and certain administrative devices are the background for the reference work of the school. They are as follows: (1) Bibliography making, (2) Cataloging, (3) Indexing, (4) Assignment notification blanks, (5) Reserves and short-time books, (6) Classroom reference collections.

1. Bibliography making. It may be assumed that the prospective school librarian knows the technique of bibliography making. If not, she should consult some good manual like Hutchins, Johnson, and Williams, *Guide to the use of libraries*.[9] Concerning bibliography making in connection with school work, several points are to be borne in mind. Entries should be simple, and wherever possible, annotated. The inclusion of call numbers is desirable, for their use saves much time as well as congestion at the card catalog. Brief lists of carefully selected titles are preferable to exhaustive lists, and much care should be taken to see that the titles recommended are suited to the vocabulary and mental age of the group by whom they are to be used.[10] References should be typed wherever possible, and duplicates made, one for the teacher, one for the reference librarian of the public library, one to be kept at the desk, one to be posted on the bulletin board, and one to be filed, for school subjects have a decided tendency to recur. Care should be taken to date all bibliographies, so that mate-

[9] Hutchins, Margaret, Johnson, A. S., and Williams, M. S. Bibliography. In their Guide to the use of libraries. Ed. 3. Wilson, c1922, Chap. 29. (Tells how to make a bibliography, giving examples of complete and simplified forms. But the simple form is not as simple as it may well be for school use.)

[10] Glenn, E. R., and Eaton, A. T. Relation of the high school library to the teaching of chemistry. Library Journal 48:415-18. May 1, 1923. (Although a presentation of bibliography making as a pupil activity, its careful discussion of form will be suggestive to the school librarian herself.)

rial may be added from year to year without lost effort. A subject file of bibliographies kept in alphabetized letter files, loose-leaf notebooks, or the vertical file is a tool the value of which grows steadily. It will include such items as brief lists for pleasure reading and hobby riding; curriculum aids; lists for special occasions, for programs, for debates. To meet the situation created when sixty to a hundred pupils arrive in the library within five minutes and begin searching for books, many schools have found it wise to insert in pamphlet covers duplicate copies of bibliographies on topics much in demand, and to place such bibliographies where they may be readily used by pupils. An example of desirable bibliographic form follows. Note particularly the date of compilation, and the annotations; note also the lack of publisher, pub-

April 3, 1928.

CHEMISTRY

A list of books and articles for pleasure reading

BOOKS

504 Caldwell, O. W., and Slosson, E. E.
C Science remaking the world, p. 247-64.
The chemistry and economy of food.

540 Darrow, F. L.
D Boy's own book of science.
"Practical guide for boys who wish to experiment at home."

540 Gibson, C. R.
G Chemistry and its mysteries.
For the boy or girl who wants to know what things are made of.

MAGAZINES

Mentor 10:2-12. April, 1922. Chemistry in everyday life. E. E. Slosson.

Popular Mechanics 46:643-45. October, 1926. What chemistry is doing for you.

lication date, and edition. The last three are unnecessary in the ordinary school list, first, because boys and girls do not look for them; second, because only those editions which differ in important respects such as paging, illustrations, or translator have any vital relation to the pupil's use of the book; and third, because it is presumed that nothing will be placed on such a list that is out of date or undesirable.

2. **Cataloging.** Adequate cataloging is a vitally important item in all efficient school reference service. By *adequate* is meant cataloging so simple in form that boys and girls are not puzzled by it and so complete in scope that it justifies their faith in its wide serviceability. The essential points of difference between school cataloging and cataloging for adults are discussed in Chapter XI. It is only necessary at this point to stress the value of frequent analytics and cross-references. The more complete in scope the catalog the more reference work the librarian is relieved from.

3. **Indexing.** Like every good reference worker, the school librarian follows the adage "when found, make a note of" and maintains a fugitive information file to take care of baffling questions that bob up in particular classes with semester-like regularity and that are never to be found in the usual places.

Indexes of fairy-tales, plays, short stories, poetry and recitations, portraits, documents, and the like are now issued in printed form. Consequently the librarian does well to hesitate before starting a card index, even though somebody objects that the expense of the printed one is heavy. Supposedly, the value of the printed index is in proportion to the number of indexed titles present on the library shelves. Still, many librarians find it simpler to check a too complete index for titles possessed or acquired than to keep up a card record. Here, as elsewhere, it is well to measure carefully the value of time against the purchase price of a tool and, if the tool is sufficiently useful, buy it.

4. **Assignment notification blanks.** Practically every school library makes use of a notification-of-work-assigned blank.

Printed examples may be found in school library supply catalogs under such headings as *Request slips* or *Advance notices for reference material*. Many libraries prepare their own with the aid of the school mimeograph or multigraph. Often the notice is combined with a reserve request, thus:

ADVANCE NOTICE OF REFERENCE ASSIGNMENTS

Date.....19.....

To the Librarian:

I have assigned to a class of.....

pupils the following subject.....

.....

They will need library material from (date).....

to (date).....

Please place the following books on reserve:

.....

.....

.....

.....

Teacher

Teachers are expected to use these blanks in notifying the library of coming demands. Many of them do use them consistently and methodically, with consequent system and ease in the librarian's administration of reference service and a great saving of pupil time. School librarians are wont to urge the use of these devices with every cajolery of which they are capable. To them it is perfectly obvious that good service cannot otherwise be had. But it is not

always so obvious to the teacher, and in the deluge of school blanks and forms the library blank is frequently overlooked. There is no way to obviate this difficulty except by continuously urging use of the blanks and demonstrating with exceptional service when they *are* used, and also by occasionally refusing to give service until the teacher is willing to cooperate. Some system by which books may temporarily be segregated upon the request of teachers is of course necessary. The organization of a reserve system is discussed in Chapter XII, as are also arrangements for short-time loans, another device for facilitating reference work.

5. Permanent classroom reference collections. Ordinarily, classroom libraries are designed for reading rather than for reference. In both cases they present a knotty problem.[11] While it is true that the immediate convenience of the teacher is served by having at hand the reference aids to which the class is most frequently referred, there are other things to consider: no librarian can give efficient service if reference tools are scattered; pupils do not have access to the segregated books during study periods, since other groups are reciting in the classroom, and they do not develop versatility and dexterity in the use of reference aids because the range of investigation is limited; reference books are not as a rule exclusively useful to one department or to one class and to duplicate them is too expensive.

There is always the possibility that short-time loans for the class period would meet the situation satisfactorily. Nothing in this discussion should be taken to indicate that reference books should be forbidden the classroom. It is only their continued presence there which is undesirable from the point of view of service to the whole school, at least unless the institution is rich enough to duplicate in the library all classsroom reference titles. If the presence of reference books in classrooms is necessary because the plan of school organization makes it impossible for pupils to get to the library, it would seem better to consider whether

[11] See discussion p. 81-84, 172-75.

the plan of organization may not be modified rather than to disrupt effective reference work.

In discussing such points with the principal and with teachers, the librarian will be broadminded enough to realize that there are nearly always exceptions to the rule. If a reference book is obviously limited in scope to the needs of a single classroom and the nature of the work in that classroom is such that the book must be used there or not at all, it would be stupid to keep it in the library. A case in point would be a volume like Vanderpoel's *Human figure*, chiefly useful to the class in drawing. Yet even here the wise librarian will consider the possibility of buying a duplicate for the use of pupils not in the drawing class who still wish to draw. As a matter of fact, it is difficult to think of any book useful to a class or a department that is not useful somewhere else. Try it and see.

6. **Miscellaneous.** Some of the ways in which ease and effectiveness in reference work are affected by planning and equipment are discussed elsewhere.[12] When proper attention has been paid to the provision of ledges, counters, and special tables on which books may be rested while under consultation, pupils should be taught to use heavy reference volumes *where found*. Carrying books about the room subjects them to unnecessary wear and hinders speedy consultation. Unabridged dictionaries may be attached by their covers to convenient counters. One school does this by laying the volume, open, on the counter and attaching it by means of bolts run through 4-inch squares of galvanized iron, acting as washers, and then through the covers of the dictionary and the counter top.

If the library is not overcrowded, tables may be reserved for collections of reference books temporarily in great demand. Or, if there are conference rooms, special collections may be placed there. Ease and speed in service are constantly to be thought of,

[12] See p. 226-27.

for your school boy or girl is very easily discouraged. These devices have their dangers, however. The library becomes cluttered with books on reserve for this, that, and the other, and the method tends to discourage self-help through the intelligent use of the catalog and classification system.

V. Conclusion

The content of the reference collection has been reserved for consideration along with that of the library as a whole in Chapters VI and VII. Its scope is as broad as the curriclum itself, and that, as we have seen, is presumed to bear on every interest, curiosity, or activity with which boys and girls are engaged individually or in groups. There is no limit to the reference materials that may be used so long as they present accurate information in a form possible of comprehension by boys and girls, and are not unwholesomely tinged with progaganda. Bias cannot be entirely eliminated; nor is it desirable that it should be, for one of the most useful by-products of proper reference activity is the development of critical ability. The use of the reference collection is the best possible training in those qualities which make for dispassionate judgment and cool weighing of authorities — skills sadly lacking in our bustling American life.

This chapter began with the statement that school reference service places particular stress upon educational values. The school librarian does not so much work for the pupils as she works with them, always holding in her mind's eye the ideal of pupil initiative and self-propulsion. Eventually the attainment of this ideal rests upon the adequate training of pupils in the use of library tools, a subject taken up in the following chapter.

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A discussion of the fundamental principles, methods, and tools of reference work with which all librarians should be familiar.

Thought Questions

1. The X Junior high school is about to observe one of the following weeks. Prepare a bibliography suitable for the use of pupils who may be asked to write or talk upon one of the subjects.

   Clean-up week
   Father and son week
   Mother and daughter week
   Fire prevention week
   Health week
   Drama week
   National music week

2. A high school history teacher has asked for twenty copies of Emerton's *Introduction to the middle ages* for reference use by her pupils. How would you persuade her to diversify her selection? What titles would you suggest as alternatives?

3. Three sixth graders are to report on methods of transportation in Japan, China, or Russia. One child is of average intelligence, one is below average, one is exceptionally gifted. Recommend a book or a magazine article for each.

4. How would you meet the following situations:
   (a) A request from a teacher to keep volume 3 of the *World book* in her classroom for two days? Van Loon's *Story of mankind?* Whittier's *Complete poems*? How would your procedure vary if the request were for one class period? For one semester? (Assume that the library has but one copy of each title.)
   (b) The unexpected assignment to each member of a class of 20 of the problem of drawing a fireless cooker before the next day's recitation. Assume that there are but two available pictures, one in the encyclopedia and the other in a government bulletin.
   (c) A request from the debate coach that the librarian prepare complete affirmative and negative bibliographies for each of 10 questions assigned for practice work in debate. Would procedure differ if the request were for a bibliography on a single subject to be used by the interscholastic debate team?
   (d) The request of a teacher for the purchase of *Flaming youth* as a supplementary text in high school sociology. Of an elementary teacher for the *World book* as a basis for reading suggestions for her class in general science.

5. Make a list of ten periodicals to be regularly scanned and read in part by a librarian doing reference work in (a) the high school, (b) the junior high school, (c) the elementary school.
6. Write a single-page statement suitable for distribution to the faculty outlining the reference service your school library is prepared to give. (Indicate what type of school the library serves; i.e., elementary, junior or senior high, or some combination of these groups.)
7. Draw up a form to be used in notifying the public library of school reference demands likely to come to it.
8. Summarize the ways in which reference service for school pupils differs from that given to adults.

Chapter VI

Teaching the Use of the Library

I. The Objectives of Library Instruction
   1. Administrative objectives
   2. Educational objectives
II. The Scope of Library Instruction
III. Placement of Library Instruction
   1. Placement with reference to school grade
   2. Placement with reference to major curricular subjects
IV. Official Recognition for Library Instruction
   1. In published school curricula
   2. Library credits
   3. Recognition by accrediting agencies
V. Methods and Devices
   1. Group instruction
   2. Individualized instruction
   3. Lesson plans
   4. A typical instruction unit
   5. Useful devices
VI. Programming Library Instruction
   1. The place
   2. The schedule
VII. A Pupil's Estimate of Library Instruction

I. The Objectives of Library Instruction

There are two principal reasons for training pupils in the use of libraries and of books as tools. The first is administrative and the second is educational.

1. Administrative objectives. Pupils may be trained to a more or less independent use of the school library and its tools as a measure for increasing administrative efficiency. Even though the library be generously staffed, it is impossible to have the services of librarian and assistants constantly available to each pupil. Public libraries have learned that self service from open shelves is more satisfactory than librarian service from closed stacks. Both school and public libraries have found it desirable

not only to have open shelves but to go a step beyond and teach boys and girls how to locate books on the shelves and how to answer their own questions in minimum time and without lost effort. It has further been realized that in just so far as bright pupils take care of themselves, the staff is freed to take care of the less gifted who stand more in need of personal attention; that one librarian with a trained pupil group can accomplish twice as much as another librarian with an untrained group; and that the larger the book collection and pupil enrollment, the greater the advantage.

2. Educational objectives. *To foster informational reading and the use of libraries as life habits.* Valuable as library instruction is from the administrative side, it has still greater values on the educational side. It has been suggested before that the process of finding a fact and of becoming familiar with the tools used in finding it are in the final analysis of greater significance to the pupil than the fact itself. Through the development of this library skill the pupil not only becomes a more effective worker in school but lays the foundations for life-long education.

Creating interest in the library. Interest increases with understanding. We look at a modern painting and are merely annoyed by its jumble of broken, zig-zag lines. Then along comes the artist to explain. Instantly we are interested in the square of canvas and spend delightful minutes playing with its meanings. So the child confronted with cabalistic signs on the backs of books, with strange cards hidden in book pockets, and others filed in a case that somehow unlocks vast storehouses of delectable knowledge, has his interest in the library and in reading stimulated in proportion as he learns the meaning of the numbers and the uses of the cards and makes them work for him.

Social and civic training. Knowledge of the library and of library tools leads naturally to a sense of responsibility in the use of these tools. School librarians have not been slow to take advantage of the opportunities for social training thus offered. An

examination of courses of study on the use of the library reveals that they bring in very early a discussion of the library's place as a social institution and of the ideals of citizenship and ethics that should characterize its use. An excellent example of this type of training may be found in two lessons on citizenship worked out by Mary E. Hall.[1]

Pre-vocational training. Some school librarians would undoubtedly include a vocational objective among the educational aims of library instruction. Ambitious courses with school credit have been presented [2] with the double objective of training pupils to be library assistants and of interesting them in librarianship as a profession. While these aims may be perfectly legitimate, they should not as a rule be made the main reasons for library instruction. They reach only a select group of pupils and the assistance the librarian receives may do little more than make up for the time put into class work.[3]

II. The Scope of Library Instruction

What should pupils be taught about the use of the library? Various communities have studied this problem through their school library departments and have issued courses of study. It is probable, however, that in few cases has the content of the library instruction curriculum been made the subject of the careful research and objective testing that has characterized the inquiry of educators into other portions of the public school curriculum. Here is a most inviting field for graduate students and research departments. In the meantime, the best that can be done is to accept the consensus of professional opinion on the subject, represented in the study made in 1925-26 by a subcommittee of the

[1] Hall, M. E. Good citizenship in the use of books lent by the city. In Wilson, Martha. School library experience. Wilson, 1925. p. 185-93. Reprinted from Public Libraries 29:44-46; 97-99. January-February, 1924.

[2] Poray, Amelia. Student assistants in a high school library. In Wilson, Martha. School library experience. Wilson, 1925. p. 155-62. Reprinted from Public Libraries 29:208-12. April, 1924.

[3] See also p. 46-47, 59.

American Library Association Education Committee, and the outlines for library instruction courses based on that study.[4] These courses are designed for pupils from the elementary grades through the high school. The points they cover may be briefly summarized as follows:

A. A friendly introduction to the library
   1. Welcome by the librarian
   2. A tour of the room or rooms
   3. Display of library resources including books, pamphlets, clippings, prints, slides, etc.

B. The function and use of a library
   1. The public library and the school library
   2. The library as a center for general reading
   3. The reference function of the library
   4. Instructions for borrowing and for attendance

C. Good citizenship in the library
   1. Respect for books and equipment
      a. Clean hands; methods of opening books and of turning pages; care of books in general
      b. Care of equipment; woodwork, floors, filing cabinets, tables, chairs
   2. Respect for the rights of others
      a. Returning books on time; quiet; courtesy
   3. Helpfulness
      a. Assisting the librarian
      b. Assisting other pupils

D. Physical make-up of the book
   1. Cover
   2. Body

E. Printed parts of a book
   1. Title-page
   2. Copyright
   3. Preface and introduction
   4. Table of contents
   5. Body of book
   6. Index

[4] American Library Association Education Committee. School library yearbook no. 1, pt. 2. A.L.A., 1927.

7. Miscellaneous
   a. Dedication
   b. Maps and illustrations
   c. Glossary
   d. Notes

F. Classification and arrangement of library books
   1. The Dewey Decimal scheme
   2. Call numbers
   3. Finding books on the shelves

G. The card catalog
   1. Nature
   2. Use

H. Dictionaries and encyclopedias
   1. Arrangement
   2. Content
   3. Use
   4. Important examples

I. Books for ready reference
   1. Some important titles
   2. Use

J. Periodicals and periodical indexes
   1. Value and uses
   2. Magazines worth knowing
   3. Magazine indexes
      a. The Readers' Guide and its use

K. Bibliography making
   1. Form
   2. Value
   3. Sources of material

L. Note-taking techniques

M. Debating and current events
   1. Sources of information

N. Literary appreciation
   1. Talks about books and authors

To the summary given above it would be possible to add other topics: hints on book buying and the choice of a personal library; illustrators; general instructions on how to study. But the tendency is in the other direction. Librarians are realizing first, that in a

commendable zeal to make pupils efficient, they have gone into too many details, thus burdening the minds of boys and girls with information which is not immediately useful, and interfering with the retention of that which is essential. Simplicity should always be an objective; and by simplicity is meant consistent emphasis on a few indispensables — dictionaries, encyclopedias, and a limited number of ready reference titles; methods of finding books and magazine articles through catalogs and indexes; good citizenship and the care of library books. Granger's *Index to poetry and recitations* is invaluable to the librarian; but rather than introduce it to a class, it is better to explain its use to an occasional pupil when or if he has occasion to consult it. On the other hand, even the child in the upper grades of the elementary school has sufficient use for the information found in the *World almanac* to make it expedient to introduce it to entire classes at once. Second, the growing custom of incorporating topic L (note-taking techniques) into general instruction on how to study, and of taking up both L and M (debating) in connection with the English curriculum leads many librarians to suggest the entire elimination of these sections from the outline given above along with N (literary appreciation) which they insist is a function of the literature teacher. With these suggestions for elimination the present writer agrees — always with the proviso that if the eliminated topics are not being covered elsewhere the librarian will make a consistent effort to see that they shall speedily be incorporated in appropriate curricula.

Before adopting a library course which has been made out by anyone else, or inaugurating a new one, the school librarian should emulate educational tactics and in consultation with the principal and teachers decide what are the *minimum essentials* for given grades or groups.[5] It will clarify the situation to list these in some such fashion as the following:

[5] In the last analysis, determination of the minimum essentials rests upon painstaking investigation of the curriculum in an effort to determine the exact point at which pupils stand in need of given library skills. But

What an average elementary school pupil should know about the library and the use of books at the end of the sixth year:

1. How to open a new book properly and how to care for it.
2. How to borrow a book from the school or public library.
3. How to use an index.
4. How to use an abridged dictionary as an aid in spelling, pronounciation, and obtaining the meanings of words.
5. How to look up a topic in encyclopedias such as the *World book* or *Compton's*.
6. How to find a book on the shelves through the use of the card catalog.
7. How to replace a book in its proper place on the shelves

NOTE: It is possible to add other essentials according to the resources of the library or local conditions. But beware of adding too many. These are to be *minimum* essentials.

Compilation of the essentials should in various grades take into consideration such questions as these: Can the essentials decided upon be required of all mental groups, low or high? What should be added for pupils of high mentality? What taken off for those of low? Do the essentials take into account the fact that many pupils drop out of school permanently at the end of the eighth grade?

When by a statement of minimum essentials it has been decided for what skills pupils are to be held, the task of working out the library curriculum may be tackled — but not before.

The school librarian does well to watch for the appearance of new courses of study. Fresh ones are constantly appearing, each with its special adaptations and newer methods of presentation. There will be found a tendency to cut down rather than to add to the spread of the curriculum, one reason for which is insufficient staff. The school librarian wisely hesitates to outline an elaborate course of study until she has determined how much it is possible to do and do well, or until a plan has been perfected by which group instruction can be turned over to other departments

until such investigation can be made through the channels of research, the librarian must trust largely to the knowledge and experience of teachers.

of the school, the librarian retaining only the duties of supervision and of personal aid to pupils engaged in the pursuit of library activities and problems.

III. Placement of Library Instruction

Placement of library instruction with reference to school grade and to other curricular subjects is a double problem that is at present most often settled on a basis of expediency. That is because school library work is comparatively new, especially in the elementary school.

1. Placement with reference to school grade. Colleges would like to push instruction back to the high school.[6] The senior high school librarian knows that much now taught in the senior high might better be taught in the junior high. The junior high librarian knows that the use of dictionaries and encyclopedias, catalogs and indexes, the care of books, the making of bibliographies, and the rudiments of reference work may be taught to grade school boys and girls. But elementary school libraries have not been long in existence, junior high school libraries have not often been organized for instruction, and senior high school librarians have been too rushed. Today, the librarian must begin where the pupils are, and not where they ought to be. In a not too distant tomorrow it may be possible to place instruction at the correct grade level — provided research has established that level and the lower schools are properly staffed and equipped. It is significant that certain colleges are now exempting from freshman library courses those students who come from high schools known to send out their graduates with excellent library training; and it is a matter of encouragement that in at least one city school system pupils entering the junior high school were recently given a library test, on the results of which further instruction might be predicated. Except for purposes of review it ought not to be

[6] Walter, F. K. The high school and the college student. Wilson Bulletin 3:1-5. September, 1926.

A Lesson on the Use of the Library

A Boy Who Can Find What He Wants

necessary to teach the catalog, the dictionary, and the encyclopedia all the way from the fifth grade to the freshman year in college.

Our summary of topics to be covered in library instruction courses [7] made no attempt to arrange subjects in order of presentation. That depends on their placement in the school curriculum; that is, whether they are presented in the elementary, the junior, or the senior school, and how they are correlated with other curricular subjects. But in a number of school libraries and school library systems courses have been in operation long enough to allow of grade adjustments based on experience and observation of pupil needs rather than on expediency. The manuals and outlines issued by these schools were used by the American Library Association subcommittees who prepared the graded outlines appearing in *School library yearbook no. 1.* The librarian planning the introduction of library courses should study the grading there indicated. The following outline is offered as a tentative grouping based on the study of a large number of courses. (Letters refer to sections of the summary given on pages 130-31.)

For the elementary school:
Sections A, B, C, D, E, F, G, H, and N.

For the junior high:
Sections A-H in review and with considerable more detail. Add I, J, K, L, M, and continue N.

For the senior high:
A, B, C, and G in review and from a broader angle, for example, Library of Congress cards may be explained here if not previously used; D, E, F, H, and L in review if a preliminary test reveals the need; I, J, K, M, and N reviewed and much expanded.

2. Placement with reference to major curricular subjects. Three procedures are open to the school about to institute library instruction. (a) A wholly independent course of perhaps a dozen or twenty lessons with or without school credit, but generally without. Such a course is in the nature of an extra-curricular activity to which principals are willing that pupils

[7] See p. 130-31.

should devote a limited amount of school time. (b) The same or similar lessons presented as a part of the regular work in a major curricular subject like history or English. In this case the librarian either takes the place of the regular teacher for the period of the lesson or acts as a supervisor, helping the teaching staff to prepare and to present the lessons. (c) The third arrangement is the incidental method. The librarian and the teacher bear in mind an outline of the points to be covered and time the presentation to correspond with the pupil's progress through units of school work requiring library research.

The independent course. Each of these arrangements has its strong and its weak points. It is easier to make sure that all the ground is covered and that the subject matter is not garbled when lessons are presented by the librarian, who is perhaps more interested and better informed on library techniques than is the teacher. Negatively, it is difficult to make boys and girls take seriously, especially in the high school, work which carries little if any school credit. Their interest in the novelty of the thing soon wears off and lessons beyond the first two or three do not hold them. There is not the consistent follow-up that occurs when the regular teacher takes charge. Moreover, expert knowledge does not guarantee ability to impart knowledge, and excellent librarians are sometimes indifferent teachers. Still another point is that library skills are not acquired at the point in the curriculum where needed. Teaching a pupil to use debating aids when he is not engaged in debating is like teaching a boy to run a lathe while he is learning to miter a corner.

Library instruction a unit in a major subject. Librarians having successfully demonstrated the usefulness to children of the mastery of simple library techniques, there is evident an increasing trend towards the incorporation of such training as units in major school subjects: in the high school, perhaps as a part of an orientation course;[8] or in schools of any grade, as study techniques in subjects

[8] Greer, M. R. Library lessons in the curriculum. Wilson Bulletin 3:669-74. June, 1929.

such as English, history, civics, geography, or reading. "The teachers . . . are seeing the work as a whole, not as an isolated factor. They are saying, — 'Library lessons? Using books? Taking notes from books? Research? Making a bibliography? — What are they? Methods in how to study. Care of books and order in the library? The creation of civic responsibility. Obeying library rules? Avoiding plagiarisms? Moral Education.' " [9]

Correlations with major subjects avoid most of the undesirable features of the independent course. When the dictionary is taught in connection with reading and spelling, its use easily becomes habitual; when an introduction to special reference aids like the *Cyclopedia of American government* is a preface to the study of civics, such aids are not mere names, they are the tools of daily work.

Incidental instruction. The dangers of the incidental method are obvious. Teachers may forget to call in the librarian or to give the necessary instruction at the right time. Certain items in the general outline are almost sure to be slighted or entirely overlooked. Advantages are equally obvious. Skills are taught at the moment of use. The time to master the intricacies of the *Readers' Guide*, for example, is the point at which the pupil's interest is keen because of the vital relationship of that technique to the successful working out of a project.[10] Probably the best arrangement is a combination of the incidental method and scheduled instruction.

Determining the best placement. Expediency, school organization, and the attitude and accomplishments of the teaching staff are vital elements in the final decision as to placement with reference to the curriculum. The school program may be such that nothing but incidental instruction is possible.[11] Teachers may be lacking in library experience and unwilling to undergo coaching

[9] Greer. *op. cit.*, p. 669-70.

[10] Glenn, E. R., and Eaton, A. T. Relation of the high school library to the teaching of chemistry. Library Journal 48:415-18. May 1, 1923.

[11] See Chap. XII on attendance scheduling.

at the hands of the librarian. Other complications come readily to mind. In the end the librarian advocates the plan that best combines correct educational theory with practicablity. Steps incidental to the final decision may be summarized thus:

The librarian

Reads all available articles describing successful plans.

Visits other schools and studies their arrangements.

Studies the local school curriculum and reads up on curriculum making.

Outlines clearly the content of the proposed library lessons and suggests minimum essentials.

Prepares in writing a brief statement of the advantages of such a course.

Presents the outline and the statement to the school principal and asks for a conference after he has had time to think them over.

Discusses content, grade placement, and ways and means with the principal.

Gets the principal to present to the teachers the plan decided upon.

If the lessons are to be presented by classroom teachers, has an understanding with the principal that he is to arrange as tactfully as possible for the necessary instruction of teachers by the librarian. (This may be accomplished by scheduling departmental meetings in the library, by the organization of a library instruction class for teachers, or by individual aid given to teachers who need it.)

IV. Official Recognition for Library Instruction

1. In published school curricula. It frequently happens that schools that have well-established courses in library instruction give no indication of the fact in their published catalogs, curricula, or departmental syllabi. Not long ago a schoolman interested in inaugurating library instruction wrote to a large number of schools asking for their courses of study, assuming that any considerable library course would there appear. To his aston-

ishment, this procedure netted him no information, and he drew the conclusion that nothing was being done, when, as a matter of fact, excellent library instruction was in progress in several of the localities to which he had written.

A course important enough for pupils to devote school time to is important enough to be mentioned in the published catalog or curriculum of the school if the course is an independent unit, and in departmental syllabi and courses of study if it is affiliated with a major subject of the curriculum. This is a small point, but an important one, and the librarian does well to urge it persistently.

2. **Library credits.** Another reason for giving official recognition to library instruction courses is in connection with pupil credits. If the independent course is of sufficient length to count as a half-credit or more, there is not much difficulty, for it naturally appears in published announcements, and credits are recorded like others. But what of the pupil whose library training is an English unit and who must prove to the college registrar that he is eligible for exemption from freshman library drill? He has only English credits to exhibit and when he writes back to the high school there is nothing on record to show that the library unit existed when he was in school.

It would not be impossible for the school to keep track of a pupil's library record in some such way as the English department checks on his reading record; that is, by means of a card or a booklet which follows him throughout his school career and on which are entered the titles of the books read and the teacher's okeh. Perhaps, indeed, the library instruction record might be combined with this reading record. Until some method of credit accounting has been worked out there should be a way of verification for instruction given. Announcement of the unit in the printed course of study is far better than nothing.

3. **Recognition by accrediting agencies.** Educational agencies engaged in the accreditation of schools must sooner or later take into account the activities of the school library as well

as the number of books on its shelves, and investigation of the instructional work carried on would be a better index of the importance of the library to the school than the methods customarily used. It should be an important element in the examiner's estimate of the library, and so in the accreditation of the school.

V. Methods and Devices

Methods of library instruction and devices that go along with them depend not a little upon matters discussed in the foregoing sections. If the decision has been to present library lessons independently of other school subjects the librarian is free to employ such method as she deems best. But if the instruction is affiliated with another course, the method may be modified by that used in the major course, regardless of whether the teacher or the librarian gives instruction.

Instruction is first of all either group instruction or individual instruction.

1. Group instruction. For group instruction three principal methods are in use: the lecture, the recitation, and the project or activity.

Lectures or talks are often given because of the lack of simple texts, or because of the desirability of presenting facts in their local setting. They are also useful when it is desired to arouse interest by a presentation less formal than that of the printed page. But ordinarily the librarian, in common with the best teachers, refrains from occupying the entire library period herself, no matter how informally. If no printed text is available, a substitute in the form of mimeographed sheets may be used. But a number of excellent texts are available for the use of advanced classes, and central school library offices are coming more and more to provide simple information sheets or manuals which may be put into the hands of younger boys and girls in the place of texts. The lecture is going into the discard.

Library Instruction Texts

Broening, A. M. and Wilkinson, M. S. Adventures in the library,

Department of Education and the Enoch Pratt Free Library, Baltimore, c1929.

Loose leaf lessons for elementary and junior high groups.

BROWN, ZAIDEE. The library key. Wilson, c1928.

SCRIPTURE, ELIZABETH, and GREER, M. R. Find it yourself: a brief course in the use of books and libraries under the contract system. (Student's edition) Wilson, c1927.

WARD, G. O. Practical use of books and libraries. Ed. 4, rev. Faxon, c1926.

NOTE: All but the second title have teaching outlines in separate volumes.

The *recitation* has many forms. The question and answer method to which most of us were accustomed in our own school days got us over the ground somehow and may do as much for boys and girls now. But the librarian should understand that many educators think it a great waste of time. Their reasons are set forth in numberless educational treatises, among which a recent one is V. T. Thayer's book on *The passing of the recitation*.[12]

Substitutes for the question and answer recitation are the socialized recitation, the project method, and individualized instruction, all of which are described in Mr. Thayer's book and in other books recommended for the librarian's reading in Chapter I, page 7.

In the *socialized recitation* the emphasis is upon pupil activity. One member of the class may investigate and report to the group upon a particular reference set. The class, in its turn, verifies or criticizes the report, and the teacher stands by to correct misleading statements, to suggest additional investigation, and to test.

In *the library project* the class, under the direction of the librarian or the teacher, decides upon a problem that is worth solving, or a group of facts worth investigating. It may be "How does one find a book on the shelves?" "Ways in which our public library serves its patrons," or any other pertinent topic. Groups of pupils explore the library, consult printed material, ask questions of the librarian, and report to the class on the results of their

[12] Thayer, V. T. The passing of the recitation. Heath, c1928.

exploration. The class or individual groups may prepare themes or present a library program. All this is followed by class discussion, and by drill work and tests.

2. **Individualized instruction.** This may be either formal or informal. For years the only instruction given to pupils in the library was that which resulted when the librarian found the pupil struggling to help himself and on the spot gave such information as was needed to meet the particular problem. If it were always certain that the librarian would be available at the psychological moment, this method would be ideal. But unfortunately she is not always available, the pupil is too shy, too lazy, or too indifferent to seek help, and the opportunity passes with nothing accomplished.

Improvements on this method are the more formal ones, variously known as the Dalton, the Winnetka, or the contract plan,[13] the latter of which has been developed for library purposes in a recent publication by Elizabeth Scripture and Margaret R. Greer.[14] The core of these methods is systematized individual instruction; the project confined to a single individual but definitely planned. The librarian meets a group of pupils long enough to distribute and explain the use of a printed or mimeographed work sheet (job sheet). This sheet briefly sets forth the aim of the lesson; gives sufficient information concerning the library tools or techniques involved to make it possible for the pupil to work intelligently; and sets up groups of problems to be solved (the *contracts,* or *challenges*). The librarian has previously been provided by the office or the teacher with the intelligence ratings of the pupils. She has so arranged the contracts that they run from easy to

[13] Miller, H. L., and Hargreaves, R. T. Educating up to capacity. In their Self-directed school. Scribner, c1925. Chap. 2, p. 58-115.

National Society for the Study of Education. Twenty-fourth yearbook: Part II. Adapting the schools to individual differences. Public School Publishing Co., c1925. p. 52-57.

South Philadelphia High School for Girls Faculty. Educating for responsibility. Macmillan, c1926.

[14] Scripture, Elizabeth, and Greer, M. R. Find it yourself: a brief course in the use of books and libraries under the contract system. (Teacher's ed.) Wilson, c1927.

difficult; or from fundamental to valuable, but not absolutely essential, knowledge or techniques. Each pupil undertakes as many contracts as his ability justifies. Having read over the information sheet and asked questions about portions not clear to him, he repairs to the library and goes to work on his contracts. Help is given by the librarian at the point where the individual needs it. The so-called recitation is done away with. While the plodder works at his own speed, covering the minimum contract, the gifted child is kept busy with additional contracts.

3. **Lesson plans.** It is just as absurd to conduct a class without planning as it is to start on a railway journey with no destination in view. Assigning a chapter of the textbook is not enough; the assignment of the lesson is a real art, and the librarian does well to qualify herself by consulting the best books on educational method for techniques. It must be decided in advance how the class is to be handled. The lesson, or unit of work, must be carefully laid out, and the librarian must take pains to see that the following characteristics of a good lesson plan are covered:[15]

a. The aim
b. The subject matter
   Information about it
   Methods of using
c. Problems and drill work
d. The check-up
   Tests

Behind every lesson plan and running through it should be the idea of correlation with other parts of the unit and other curricular subjects. Probably the easiest way to relate library lessons to major curricular subjects is through problems and drill work.

In one library, although instruction is given as an independent course in the first two years, testing is done through the community civics classes for the 9th grade work and through English

[15] For the student who wishes to go more fully into the general subject of lesson planning, the following books will be found useful:

Burton, W. H. Lesson plans and lesson reports. In his Supervision and the improvement of teaching. Appleon, c1922. Appendix, p. 443-502. (Illustrative plans for use with various methods.)

Reeder, E. H., and McMurry, F. M. Lesson assignments. In The classroom teacher. v. 1. p. 321-32. The Classroom Teacher, Inc., c1927.

Thayer, V. T. The lesson plan and the assignment. In his The passing of the recitation. Heath, c1928. p. 289-302.

classes for the 10th grade. Tests consist of problems prepared by the librarian applying to community civics and English courses and covering points taken up in the library lessons.

Examples of library lesson plans are to be found in the following:

Brown, Zaidee. The library key. Wilson, c1928.

Cleveland Board of Education. How to use a junior high school library. Reprint from Social Studies for junior high schools: Teacher's manual and teaching units for grades VII, VIII, and IX. Part 1, for teachers. Cleveland, Ohio. October, 1928.

Conner, Martha. The teaching and testing of the unit on history in the reference course. Library Journal 53: 341-45. April 15, 1928.

Denver Public Schools. Library instruction, junior and senior high schools, including pupil text outlines for grades seven and eight and for grades nine, ten, eleven, and twelve. 1930.

——— Same for elementary schools. 1929.

Detroit Public Schools Department of School Libraries. Course of study in the use of the library, grades 1-6. Detroit Board of Education, c1926. (A similar manual covers grades 7-9.)

Omaha Technical High School. Instruction in use of books and library. Omaha Technical High School, n.d.

Scripture, Elizabeth, and Greer, M. R. Find it yourself. Wilson, c1927.

At no point in the lesson plan will the librarian get more help from modern books on educational method than at (d) *The check up*. It is impossible here to go into the newer methods of testing and scoring. But the librarian who makes a point of following recent educational literature will soon become familiar with terms such as "true-false tests," and "multiple choice" and will find ways to adapt these significant and time-saving devices to her own use.

4. **A typical instruction unit.** The following is an example of a unit of library work such as might be planned for a junior high school group by a librarian working without a text. It may be issued to pupils in mimeographed form. Note particularly the division into sections: the aim; the explanation of the tool to be used; the method of use; problems or drill work.

BOOKLAND JUNIOR HIGH SCHOOL

Library Instruction Unit No. 2

A. The aim

To learn what the card catalog is and how to use it.

B. What the card catalog is

In most libraries there is an index to the book collection known as a card catalog. This catalog is arranged alphabetically like the dictionary, and is sometimes known as a "dictionary" catalog. As the index of a book helps you to find the exact page on which a certain topic is discussed, so the catalog directs you to a particular book in the library. The chief difference between the catalog and those indexes in books which you have already learned to use is that the catalog is made up of cards. These cards are known as author, title, or subject cards and have at the top either (a) the author's name, (b) the title (or name) of the book, or (c) the subject about which it is written. There may also be cards for parts of books, as follows: (d) for an author, some of whose work appears in a book by another author; (e) for the title of a part of a book (for example, *The legend of Sleepy Hollow* in a collection of short stories); (f) for a chapter or a section dealing with a subject different from that of the main subject (a chapter on radio in a book on general science). There are also cross-reference cards — cards which suggest looking under an entirely different subject or under another related one. (Examples of these cards follow.)[16]

Whenever a book is received in the library, at least two and sometimes all of these cards are made for it. The two almost always made are the author card and the title card. All cards are filed in the catalog case in alphabetic order by the first word on the top line unless the

[16] To save space, cards are here omitted. They should illustrate the exact forms used in the school library catalog.

word is "a," "an," or "the." The case is made up of long trays or drawers with labels on the outside (Ce - E; R - Ti) similar to the labels placed on the backs of encyclopedia volumes to indicate the subjects included.[17] Within the trays at convenient intervals are guides — cards standing higher than their neighbors and bearing labels indicating the alphabetic position of the catalog cards between. It is customary to lock cards in with a rod so that the tray may be removed from the case without fear of spilling or disarrangement. This is important because it is necessary at all times to have the cards in the tray and in order.

In the upper left hand corner of all cards, except cross-reference cards, you will notice a number. This is known as the *call number* and serves the same purpose in the library as the page number in the index of a book; it tells you where to find what you are looking for. You will learn much that is interesting about this call number in our next lesson. For the present it is sufficient to know what it is and where it appears on the card.

C. How to use the catalog

The catalog is chiefly used for two purposes: to learn whether the library contains a particular book, or to find how many and what books it contains dealing with a particular subject. Suppose you wish to find whether the library contains the book, *Evenings with the stars*, by Mary Proctor. There are two principal ways in which this may be done.

(a) Searching for the author's name

1. Examine the labels on the catalog trays to find which tray includes the name "Proctor." Be sure to find the right tray: the one labeled "Om — Pr." The one labeled "Ps — Q" will not do.

[17] Here might follow a drawing showing a catalog tray.

2. Consult the guide cards within the tray to find the one having "Pr" or the letters alphabetically nearest "Pr."

3. Turn the neighboring catalog cards carefully from the top, taking care not to soil with thumb marks, pencil marks, or ink from a fountain pen. Remember what a valuable record the catalog is and how many people use it.

4. When you come to a card headed "Proctor," examine it to see whether you have found the right "Proctor." "Proctor, Mary" will come somewhere between "Proctor, Alan" and "Proctor, W. H."

5. When you have found "Proctor, Mary" examine the title written beneath the author's name. If it is *Evenings with the stars* your search is ended. The library has the book. But Mary Proctor may have written several books whose titles follow each other in the catalog in alphabetic order. If, therefore, the first card you come to under her name does not have the right title, continue until you come to the desired title. If it is not there, the library has not the book.

(b) Searching for the title

1. The first word in the title is "Evenings." You must therefore look in the card catalog for that word, proceeding just as you did in searching for the author's name. The guide cards will help you by indicating that "Evenings" is somewhere between "Emerson" and "Extra."

2. When you have found the first card beginning with "Evenings," examine the second word on the card to see if it is "with."

3. When you have discovered *Evenings with the stars*, examine the author's name given beneath. Two authors may have given the same name to different books. When you have found or failed to find the one written by "Proctor" the search is ended and you know the library has or has not the book.

(c) Searching for a subject

Suppose now you wish to find the authors and titles of all books in the library about "Stars." Decide what subject to search. Possibilities are "Stars" and "Astronomy." Choose one or the other and consult the catalog as before Suppose you have chosen "Astronomy." When you have found this word you will discover that a number of cards bear it, which of course means that the library has several books or parts of books about astronomy. If you wish a list of them, you may copy the author and title entered on each card. If a card indicates that only a portion of the book deals with astronomy (see sample card no. —) you should copy the paging as well as the author and title.

But suppose you chose to look for "Stars" instead of "Astronomy." In the catalog you would come upon a card like no. — and reading, "Stars, see Astronomy." This is known as a *cross-reference*, and means that you must look under "Astronomy."

Additional information about stars may be contained in books about telescopes. In this case there would be a card at the end of the entries under "Astronomy" looking like no. — and reading, "Astronomy, see also Telescopes." This is another kind of cross-reference card and indicates that you are to turn to the heading "Telescopes" if you wish a complete list of the books in the library about stars.

(d) Exploring the catalog

While searching in the catalog for authors and titles you have probably come across many things that are puzzling. Some of these we are going to explain for you here and others you may ask the librarian about when you find them.

You have perhaps noticed that the first lines of some cards are in red. "Astronomy," for example, was written that way. These red headings are used for *subjects* and help you to distinguish between the titles of books (their

names) and their subjects (what they are about). They also help you to distinguish between books *by* certain authors and books *about* them. If a book is *about* a man, he is the subject of the book and his name is written in red, perhaps followed by the word "Biography," or "Criticism." All these books about a man are filed just after (or before) the books he has written unless, of course, he has written a book about himself (an autobiography). In this case, the man is both an author and a subject and his name appears twice, once in red, and once in black.

Sometimes books are known by two titles, as: *The adventures of Tom Sawyer* and *Tom Sawyer*. Libraries use the best known title, which in this case is *Tom Sawyer*. Names of sovereigns, saints, etc., are written like this: "Elizabeth, Queen of England," "John, Saint"; and not "Queen Elizabeth," "Saint John." Don't give up the search if you fail to find the book you want under the title. Try the author also. Perhaps you have one word wrong and are searching for *Nights with the stars* instead of *Evenings with the stars*. Be sure you have the correct spelling for the author's name. Names that sound the same may be spelled differently. If you cannot find "Procter" try "Proctor."

D. Problems

Make a list of ten books you have read or would like to read and find whether the library has them by using the card catalog. (If you prefer, you may secure the titles for your list from a textbook or by asking someone to give you ten titles to look up.)

Check on your list all books found in the catalog. When you have completed the search, exchange lists with another member of the class. Then look up and check his list while he checks yours.

How many of your ten books did you find? What ones were found for you after you failed? Why do you think you failed to find them?

Note (in writing) the difficulties you had in searching your books. Talk these difficulties over with the librarian or bring them up for class discussion.

How many books has the library in which material about_____may be found? Give the authors and titles of five. In how many cases was only a part of the book about your subject? Did you find your books under the exact subject given above? If not, what subject or subjects did you turn to?

How many of the following titles can be found in the card catalog?_____

_____

_____

_____

_____

_____

_____

Prepare an oral theme on one of the following topics:

Why it is necessary to know how to use the card catalog.

Habits of pupils which are harmful to the card catalog.

How I would describe the card catalog to a younger pupil.

Why libraries have card catalogs.

What I can learn about an author by using the card catalog.

Ways in which the card catalog will help us in preparing auditorium programs.

How I shall use the card catalog in preparing my history lessons.

5. **Useful devices.** Most schools encourage teachers to take a day at least once a year to visit the classrooms of other instructors and note useful methods. School librarians profit by similar visiting periods spent in observing the devices used by successful instructors. Among teaching devices that have proved valuable in library instruction are library games and puzzles; contests, speed tests, memory tests, and honors; and the use of charts, films, floor plans, and enlarged catalog cards. In some elementary schools it is customary to keep in a convenient place upon the library desk a tray of cards, each of which bears a library problem. Pupils may accumulate gold stars opposite their names by working out these problems during spare time and reporting results to the librarian. In other elementary schools library fairies hover about to see that books are properly cared for:

> "Just like houses in a row
> On the shelf the books must go
> All the Easy Books together
> So that never, never, never
> Lost again will fairies be
> Here they live
> And here they sing
> Happy fairies on the wing
> Unless the books are straight and tall
> Fairies never sing at all."
>
> From "The book fairies," a library poem by Gretchen Westervelt. Roosevelt School, Detroit.

The adventures of the book man, the sad story of a library book, a pamphlet with pictures and large type text, helps Pittsburgh boys and girls remember to treat books tenderly. An alphabet game has letters to be arranged in alphabetic order. For older groups oral and written themes on book conservation and library etiquette, manuals prepared by pupil committees, and printed signs telling how to use the catalog have all been used successfully. In more than one school the upper classmen search reference questions left on slips of paper for that purpose by younger pupils. Manuals

issued by several city systems contain additional helpful suggestions. The elementary librarian especially will wish to consult the following:

Denver Public Schools. Library course of study. Grades 1-6.

Detroit Public Schools Department of School Libraries. Course of study in the use of the library, grades 1-6. Detroit Board of Education, c1926.

Los Angeles Public Library Department of Work with Children. Public library service to elementary schools: outlines and projects. Los Angeles Public Library, 1926.

Pittsburgh Carnegie Library. Suggestions for inspiring respect for the book. Pittsburgh Carnegie Library. May, 1926. (School bulletin no. 177.)

VI. Programming Library Instruction

Determining the place and the time for instruction are matters of much concern and it is only as school officials grow in awareness of the educational values of the work that adjustments can be made on a reasoned and satisfactory basis rather than on a basis of expediency.

1. The place. Where shall library instruction be given? When there is no school library, or when it is not organized with a trained librarian in charge, it is customary for the public library to offer instruction to groups of pupils scheduled to the library for that purpose. Or the public library may cooperate with the school in offering instruction even when there is a school library because in this way children establish desirable relationships with the former. Effie L. Power suggests the use of the children's room or a lecture room adjoining for such purposes.[18]

The well-organized school library naturally assumes responsibility for most of the instruction. If wishes were horses, every school library above the elementary would have an adjoining class

[18] Power, E. L. Library service for children. A.L.A., (In preparation). Los Angeles Public Library Department of Work with Children. Public library service to elementary schools: outlines and projects. Los Angeles Public Library, 1926.

or lecture room, perhaps set off by glass partitions only, to use for this purpose. In the elementary school this is not so necessary since library attendance is ordinarily scheduled by classes, and there are few others in the room to be annoyed as the lesson goes forward. Whatever the equipment, some lessons should be given within the library plant rather than in classrooms foreign to it. One reason is that pupils must become accustomed to the library — their shyness must be broken down. Another reason is that certain phases of instruction, such as lessons on the arrangement of books and the use of tools like the catalog or vertical files, are best given in the presence of the tools involved. You cannot very well move the vertical file and the card catalog into the classroom. And so, even though it is necessary temporarily to close the library to other pupils, it is worth doing. These introductions over and the pupils sure of location and arrangement, subsequent classes may be met outside, either by the librarian or the classroom teacher, a book truck or the willing arms of the boys being used to transport to the classroom the necessary books and teaching paraphernalia. A blackboard should always be available, a portable one being called for if the room is not equipped with built-in blackboards.

2. **The schedule.** How shall instruction be scheduled? First of all, by the librarian and the principal, or by the librarian and a department head, working together to insure a definite time allotment. It is a mistake to make library lessons mere stop-gaps in the school program — a means of filling in chance free periods caused by a teacher's illness or an intelligence test with, for instance, the 9 A's left out and free to go to the library.

It is desirable to have the lessons come as early in the school course and as near the beginning of the term as possible so as to expedite the pupil's knowledge of working tools. But it is impossible for an indefinite number of pupils to use library tools at the same time, and inexpedient for the librarian to devote too large a share of her day to class instruction. She has other duties to perform. Consequently, classes receive their instruction in rota-

tion. In a large school perhaps not more than three or four a week are scheduled when contracts or follow-up work require constant use of special reference books or other library tools. The schedule for such a school might look like this:

BOOKLAND JUNIOR HIGH SCHOOL

Library Instruction Schedule

DATE	PERIOD	SUBJECT	CLASS	TEACHER	CLASS ENROLLMENT
Sept. 9	3	Catalog	9 B	Hill	32
	5	Catalog	9 B	Hill	25
11	1	Catalog	9 B	Smith	35
13	4	Catalog	9 B	Jones	30
16	2	Catalog	9 B	White	29
	6	Catalog	9 B	White	33
17	1	Catalog	9 B	White	36
19	3	Catalog	9 B	Black	31

In the average elementary school scheduling is comparatively easy.[19] The librarian merely arranges for the various classes regularly assigned to the library a program of activities which definitely provides for instruction periods.

Some junior and senior schools have found it desirable to have a first year or freshman day in the library very soon after school opens. For such an occasion the library is closed to all other pupils and successive groups of beginning pupils are brought in for a library "At Home," emphasis being placed on a friendly spirit, a general statement of library rules, and an introduction to library geography — "you will find the encyclopedias under the window ledges, bound volumes of magazines in the corner case over there, the picture collection in the file near the door." In programming such a day it is not wise to make the groups very large even if the library will accommodate them. Forty or fifty should be the limit unless the librarian has an assistant.

[19] See p. 333-34.

VII. A Pupil's Estimate of Library Instruction

"A while ago, in Angelo Patri's column of the *Post* was the story of a high school boy who considered it inefficient to burden his mind with information that is readily accessible. Finding his mother unsympathetic, he rose to heights of eloquence in defending his theory. Said he: 'If the President of the United States wants to write a message on any subject, does he sit and scratch his head? He does not. He gets his secretaries to look it up for him in the very best reference books that they can find. And when I'm a man, if I have a son, I am going to send him to a school where they will teach him just which book to go to, and what stuff to pick, and how to use it after he gets it.' " [20]

When pupils so catch the point in library instruction, should principals and teachers hesitate?

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A study made in 1925-26 and the outlines for library instruction courses based on that study.

Brown, Zaidee. The library key. Wilson, c1928.

The preface contains excellent suggestions as to methods.

Clark, Isabelle. Pre-college preparation in the use of the library. Public Libraries 30:339-40. June, 1925.

Includes statistics relating to the library preparation of entering college students.

Conner, Martha. The teaching and testing of the unit on history in the reference course. Library Journal 53:341-45. April 15, 1928.

This plan for a unit of library instruction in library school will be equally valuable to the school librarian. It is based on H. C. Morrison's Practice of teaching in the secondary school.

Currin, A. M. Ways of library instruction. Wilson Bulletin 3:434-35, 445. January, 1929.

Emphasizes modern teaching methods.

[20] McDonnell, Mary. Finding it in books. Wilson Bulletin 3:277. Summer, 1928. Reprinted from Bulletin of High Points in the Work of the High Schools of New York City.

GLENN, E. R., and EATON, A. T. The relation of the high school library to the teaching of chemistry. Library Journal 48:415-18. May 1, 1923.
Gives topics used, form for bibliography, and instruction for pupils on bibliography making.

GREER, M. R. Library lessons in the curriculum. Wilson Bulletin 3:669-74. June, 1929.
The author writes: "I am rather convinced in my own mind that library lessons should become a regular part of the school curriculum and should be given to students by their teachers as a method of study."

HALL, M. E. Good citizenship in the use of books lent by the city. In Wilson, Martha. School library experience. Wilson, 1925. p. 185-93. Reprinted from Public Libraries 29:44-46, 97-99. January-February, 1924.
A community civics lesson based on the library.

MCDONNELL, MARY. Finding it in books. Wilson Bulletin 3:275-77. Summer, 1928. Reprinted from Bulletin of High Points in the Work of the High Schools of New York City.

TAWNEY, M. A. Teaching the use of books in the elementary school. In Wilson, Martha. School library experience. Wilson, 1925. p. 276-82. Reprinted from Library Journal 49:882-84. October 15, 1924.
Principles and methods of work. No lesson outlines given.

QUESTIONS AND PROJECTS

1. Imagine yourself the only librarian in a new junior high school with an enrollment of 800. Write a memorandum for the principal explaining why plans should be worked out for a library instruction course.
2. If you could give but five library lessons to a 6A class that had never had any previous instruction, what topics would you cover?
3. Plan one of the following library units:
   (a) A unit on classification and arrangement of books to follow the unit on the catalog given in this text.
   (b) A unit on the *Readers' Guide.*
   (c) A unit on the encyclopedia.

   In each case state the school grade for which the unit is designed.
4. Assume that you are the librarian of one of the following:
   (a) A high school whose pupils have never had any previous library instruction, or

(b) A high school whose entering pupils have covered the minimum essentials given on page 133.

In each case there is available for library instruction in the freshman and sophomore years a combined total of twenty 45 minute periods. Write out a statement of minimum essentials for the course.

5. Examine any good outline of library lessons (*The library key*, one of the Denver or the Detroit outlines, *School library yearbook no. 1* outline for elementary schools, p. 41-55, or the high school outline p. 59-73). Indicate (a) lessons that may best be given by the librarian, and (b) those which might well be turned over to a classroom teacher. Give reasons for your decisions.

6. Criticize the tentative grouping of library instruction topics indicated on page 135. What rearrangement would you make? Why?

Chapter VII

The Basic Book Collection

I. Laws and Standards

II. Reference Books
  1. Definition
  2. The ready reference collection
  3. The library economy collection
  4. Judgment in reference choices

III. Factual or Work-Type Books
  1. Supplementary reading and readers
  2. General character and content

IV. Books for Pleasure Reading
  1. The curriculum basis
  2. Browsing corners
  3. Pleasure reading versus school reading
  4. Reading bait
  5. Types of pleasure reading

V. The Use of Finding Lists

I. Laws and Standards

School law regulates so many phases of public school procedure that it is not surprising to find it touching upon the content of the school library. Provisions of state codes relative to the number and kind of books for differing types of schools have been outlined by Dr. Frank H. Koos:[1]

"Seventeen states require their standard or approved high schools to have a certain number of volumes in their libraries. . . . [Here follow the provisions by states] Twenty-seven state education departments specify that the high school library collections shall consist of a number of different classifications or kinds of books. In some states the special types of books are listed; in others only general classifications are named. Six states mention agricultural

[1] Koos, F. H. State participation in public school library service. Teachers College, Columbia University, 1927. Chap. 8.

books." Further it is noted that "North Carolina standard high school libraries must contain 25 volumes of British and American poetry. Iowa accredited and Maryland first-group schools must have 5 and 10 volumes dealing with commercial subjects. Louisiana and North Carolina secondary schools shall have biographical material." Among requirements in other states are books in civics and citizenship, literary criticism, fiction, home economics, literature, manual training, travel, mathematics, and music. "Twenty states require that books be selected from 43 different subject groups. Nineteen states require encyclopedias; 15 states, reference books; 14, dictionaries; and 13, periodicals. With the exception of the four kinds of works mentioned immediately above, no more than nine states agree upon any other one subject group." In elementary schools the law concerns itself more with the number of volumes than with subject matter. In rural schools both points are considered, much as in the high school. "State book lists are mentioned in a miniority of cases as sources from which books should be selected."

But it is not only by way of state law that attempts have been made to define the content of the school library. The standards set up for elementary and high schools by the American Library Association and the National Education Association acting jointly (known very generally as the "Certain standards") and those suggested by the study of the North Central Association of Colleges and Secondary Schools in 1928 also lay down specifications for schools of various sizes.[2]

These laws and standards are useful clues to the size and subject spread of school library collections. They are a unit in agreeing

[2] National Education Association and American Library Association Joint Committee. Elementary school library standards. A.L.A., 1925. p. 20, 24-28.

National Education Association Committee on library organization and equipment. Standard library organization and equipment for secondary schools. A.L.A., 1920.

North Central Association of Colleges and Secondary Schools. High school library study, 1928. North Central Association Quarterly 3:246-51. September, 1928.

that the number of volumes per pupil should be greater in a small than in a large school. But they fail to go into several very fundamental problems: viz., distinctions between reference books, supplementary texts, and pleasure reading, and the proper apportionment of these types; the place of the teachers' library and of the textbook library; the possible modification of standards in view of the presence or absence of library facilities outside the school. These are tormenting questions which every school librarian has to answer, not once but many times. So does the school principal, the superintendent, and the director of school libraries, and not infrequently, the public librarian and the state library agency. But accepting for the present the laws and standards as they are, it is our purpose to take under consideration the subtle questions of definition, judgment, and local conditions. It is also the purpose to give some thought to the building of the collection and, in the succeeding chapter, to the discussion of materials other than books, to the claims of the textbook library, and to the interplay of school and community book service.

II. Reference Books

For purposes of discussion, the school library book collection will be considered under three principal headings: reference books; factual, or work-type books; and books for pleasure reading. The so-called "reference library" is the traditional basis for the school collection. Let us consider what is meant by the term.

1. Definition. In localities where school libraries are financed jointly by the school district and the public library, it is frequently the practice to put into the agreement a statement that the school will furnish the reference collection, leaving it to the library to furnish the books for general reading. The parties to the agreement presume that there is some definite dividing line between the two. But it is only necessary to turn back to the statement of school library objectives in Chapter I — which, it should be remembered, are based on curriculum demands — to see that

the setting up of such a division fence is fruitless. If Mr. Wyer has difficulty in holding the term reference collection down to anything narrower than the products of the printing presses and book arts,[3] what of the school librarian attempting to parallel with reference aids a curriculum covering all the activities and interests of the pupil's world, including the occupations of his leisure hours! Any division fence artificially set up inevitably goes down and the "reference" sheep become inextricably mixed with the "general reading" goats.

2. **The ready reference collection.** Each library has, however, a certain basic reference group commonly known as the ready reference or "R" collection. In general, it includes dictionaries, encyclopedias, annuals, atlases, handbooks, literary and historical reference volumes, documents, and indexes; it is kept on special shelves; and its volumes are seldom lent. If it is found necessary to lend particular titles, duplicates are placed in the lending collection. In size the "R" collection runs all the way from the almanac and dictionary fittings of the tiny rural school to the complete reference alcove of the metropolitan high school, and its character varies according to the school grade it is intended to serve. Space forbids discussing the specific titles within each subject group, and indicating for what types of library they are desirable. For that information the school librarian may consult standard lists and catalogs such as those suggested at the end of this chapter, making selection in view of the total funds available, the size of the library, and the grades served. Nor is it possible to take up criteria for judging the trustworthiness of individual reference titles. These have been covered by Mr. Wyer [4] and Miss Mudge [5] in their volumes on reference and should be made the subject of more extended study than is possible in a general treatise on school libraries. All that can be done here is to intro-

[3] Wyer, J. I. Reference work. A.L.A., c1930.

[4] Wyer, J. I. Types of reference books. In his Reference work. A.L.A., c1930. Chap. II.

[5] Mudge, I. G. Guide to reference books, 5th ed. A.L.A., c1929.

duce the main divisions of the ready reference group, accompanying the introductions by admonitions and warnings.

Selection. The first admonition is: "Go slowly." A certain amount of reconnoitering should precede the purchase of each book for ready reference even though it is included in a standard and recommended list. The librarian will consistently ask herself such questions as: Do curriculum requirements in my school indicate that this book will be in great demand? If not, and the book is expensive (as most ready reference volumes are) could the occasional inquirer be sent to the public library? Are there possible substitutes in the way of pamphlets, periodicals, or government bulletins obtainable without cost? Is this a title useful only to teachers? If so, is it a proper addition to a library intended primarily for pupils? Is it available to teachers through outside agencies — by loan from a central collection, for instance? Will it be useful in my locality? (A handbook on eastern birds may be useless west of the Rockies.) Is it too expensive for addition to our yet very small collection or, conversely, is it so useful we cannot afford to do without it, even in view of its considerable cost?

A second admonition has to do with sets and subscription books. The rule is, when in doubt vote "No." The librarian using standard lists will not have to worry very much about these titles, because they are rarely included. Aids available to the librarian in making decisions in specific cases are listed at the end of this chapter and should be called into service whenever a ubiquitous salesman undertakes to convince the principal or the librarian that he has something to offer that the school cannot possibly afford to be without. The wise librarian has strengthened the hand of the principal beforehand by suggesting that reliable evaluations of worthwhile volumes are available through the library and that it is the librarian's particular pleasure to help him save money by buying only standard works.

A third admonition has as its background the specialized nature of the school collection. Here again the librarian avoids endless

worry by using standard lists, for these lists consistently recognize that highly technical subjects, scholarly treatises, books for the specialist or for the business man (financial manuals, for example) are not designed for school use.

It is only as the above admonitions are kept clearly in mind that the school librarian may hope to choose wisely among the multitudinous titles offered for consideration. These, for convenience's sake, will be considered under the following type groups: dictionaries, encyclopedias, annuals, atlases and gazetteers, handbooks, literature collections, historical reference, documents, indexes and catalogs, bibliographies, and the library economy collection.

Dictionaries. Dictionaries and encyclopedias are among the titles most often specified by law as essential to the school library. Generally speaking, an unabridged dictionary would be one of the very first purchases. But the librarian should first look about. Perhaps unabridged dictionaries are supplied for classrooms out of general equipment funds and one can be alloted to the library. When the library appropriation is very, very small the director of school libraries, or the part-time librarian perhaps, looks twice at the order sheet and scratches off the unabridged in favor of a smaller dictionary which is cheaper, and orders instead a few titles calculated to stimulate reading and library interest. The unabridged must of course be added later when the library has become a going concern.

The above is a situation particularly characteristic of the tiny rural school. In the large school it is a question, not of one dictionary, but of duplicates, and the necessity for two or three titles, such as *Webster's* and the *Standard*, both of which should be purchased as funds permit. Some librarians would even add a supplementary collection of hand dictionaries useful for taking care of dictionary rushes and saving wear and tear on the larger volumes.

In high schools there is the problem of *foreign dictionaries,* which leads at once into the question of textbooks to be discussed

later on.[6] The library should certainly have at least one excellent and rather complete dictionary for every language subject in the curriculum. But if hand dictionaries are required by pupils in their daily work it would seem logical for the school to supply them as free texts or to require their purchase by pupils. Otherwise the library is crowded daily by boys and girls who must perforce do their studying there instead of at home or in rooms set aside for that purpose. There will likely be a financial problem too, for unless the library budget definitely contemplates the purchase of all the supplementary aids, the provision of an adequate supply of foreign dictionaries is a serious drain on funds.

Among the special dictionaries most useful to the high school library are the following: synonym and riming dictionaries; biographical dictionaries, both general and contemporary; classical dictionaries (more than one copy is frequently needed); and statistical dictionaries. In connection with the last named, it is well to consider that the census *abstracts* will be used dozens of times to once for the complete census *reports*, and that almanacs and the statistical summaries issued by government departments and usually obtainable free of charge (as the *Commerce yearbook* of the U. S. Foreign and Domestic Commerce Bureau) provide such a world of statistical information that little else is needed in the school save what may be had from sources not definitely labeled as statistical.

Encyclopedias. Next to dictionaries from the point of view of frequency of appearance in school laws and school lists are encyclopedias. Yet no one type of book is so frequently ill chosen in schools. Amateurishness of reference knowledge is displayed not only in choice but in use, for like the good horse, they are ridden to death. Time after time the school reference collection is limited to encyclopedias, long rows of which in expensive leather bindings look out from shelves which should be filled with more readable material. Or, to carry out the figure in quite an opposite direction,

[6] See p. 172-74, 205.

a very little pony is allowed to take the place of a good sized horse; that is, cheap two- or three-volume sets or poorly compiled juvenile encyclopedias are furnished instead of the complete and authoritative sets with which boys and girls approaching maturity should become acquainted. Certain excellent juvenile encyclopedias like the *World book* have their place both in the elementary and the junior high school. But it is a mistake to provide senior high school students with juvenile encyclopedias only, and it may be questioned whether the presence of even one does not interfere with the normal use of standard adult sets.

Not many special encyclopedias should find their way to the shelves of the elementary or junior school. They are too expensive and too technical. The same material may be had in more attractive form; that is, in books of the factual type. In the high school the problem is a bit different, though here again the librarian proceeds cautiously, adding as occasion demands titles like Ward's *Encyclopedia of food* or Pratt's *New encyclopedia of music*, for which there is a demonstrable need. Such compilations would seldom be first purchases in any subject. For the price of the best literary or historical encyclopedia the library may be outfitted with a usable and inspiring group of poems and essays, biographies, and well-written histories twice as valuable to the pupil as the no more authoritative and twice as dull pages of a compendium.

Annuals. Certain of the adult encyclopedias have adopted the annual as the best means of keeping up to date. It is well for the school library to keep up one such set, and more than one if there is plenty of money. But there are substitutes for the encyclopedia yearbook: statistics put out by the government, government reports and bulletins, periodicals, the almanac. The last-named has already been given honorable mention several times. School librarians, questioned as to what books they would include in a list of six or eight reference books for first purchase, seldom fail to mention the almanac. Granted that it is not as reliable as other maturer compilations, it serves for most school purposes, it is quickly and

easily available, and it is inexpensive. What more can the school librarian ask!

Atlases and gazetteers. The school librarian is cautious about atlases. Experience has shown that the demand for them is not as great as might be expected. The reasons are that most schools have an excellent equipment of classroom wall maps; that encyclopedias contain maps; that textbooks are supplied with maps covering topics for which maps are desired; and that frequently recurring questions having to do with population, trade, industries, and transportation can as a rule be answered from almanacs or geographies. Since the last-named are inexpensive, or available as transfers from the free textbook collection with no charge at all to the library, it is easy to understand why the astute school librarian refrains from spending large sums on atlases unless special conditions urge it; such conditions, for example, as the presence of the library in a commercial high school.

The *gazetteer* is an exceedingly valuable addition to the ready reference collection. But if funds are scant the librarian may comfort herself with the unabridged dictionary in which a gazetteer is included.

Maps have been mentioned. They are discussed elsewhere,[7] for they classify among materials other than books which occupy debatable ground between school supplies and library appurtenances.

Handbooks. Among the handbooks useful to the high school library large or small are books of quotations, both modern and classical, and debaters' handbooks. A problem involved in the latter is the danger that young debaters may lean on them too heavily. They are valuable to the library because of their complete bibliographies and reprints of articles and reports sometimes difficult to supply otherwise. Since most English teachers nowadays are aware of the existence of debate handbooks it is possible to arrange for their legitimate use and provide against abuse by occasional special arrangements between librarian and teacher. It

[7] See p. 203-04.

is surprising in how many places outside of debate classes these little manuals serve. They are invaluable in enriching the social science curriculum and they provide the wherewithal for many an essay and oration.

As the high school library grows there will be added from time to time certain special handbooks for which there is a demand. Among these are guides to plants, trees, flowers, birds, animals, and minerals.

Some handbooks occur in lists recommended for junior high schools. So do a few, but a very few, of the documents and manuals of literary and historical reference discussed in paragraphs following. The point is that while the curriculum demands and subject interests of junior boys and girls have almost as wide a spread as those of the senior high school age, not many of these reference aids are adapted to juniors in style, vocabulary, or make-up. Accordingly such guides are subjected to close scrutiny by the careful librarian and rejected unless the demand is imperative and there is nothing else in the field.

In the elementary school the process of elimination is even more drastic, and for reasons parallel to those cited above.

Literature, Collections. Certain poetry anthologies and collections of essays, plays, and literary excerpts have been steady favorites on high school reference lists for a goodly number of years. So also have collections of literary biographies and criticisms. But fashions are changing. Long rows of these "sets" decorating the literature shelves are as surely anachronisms as Merry Widow sailors in a modern millinery shop. The English curriculum has turned away from critical essays and literary history to emphasize reading. Poems are chosen not because they illustrate important literary molds but because they touch the lives of boys and girls vitally and exquisitely. So, too, with other literary forms. Consequently there is less demand for extracts demonstrating eighteenth century style, collections showing the progress of English literature, or critical notes on Chaucer. For purposes of

identification and to supply occasional requests from pupils or teachers (usually the latter) for "that essay by Francis Bacon on Revenge" or "a sermon by Cotton Mather to read to my history class," the high school library needs to have on its ready reference shelves only one or two rather complete literary compendiums such as Warner's *Library of the world's best literature*, and several poetry anthologies; that is, if the English curriculum in a modern one. If it is not, let the librarian confer with the head of the English department and point out the delectable titles that might be had if so much money were not poured into compends!

In the junior high school there is even less reason for such material than in the senior school. Barring certain delightful anthologies like the Stevenson *Home book of verse for young folks* and collections of prose and verse useful for readings and recitations and the celebration of holidays, (such as the Schauffler books) the average junior high can manage very nicely without any critical or historical "collections" at all, and so can the elementary school.

Historical reference. Date books, historic notebooks, outlines of history, source books, and historical encyclopedias have a very definite place in the ready reference collection of both the junior and the senior high school. And yet the very little school can get along without them, using instead encyclopedias, source and contemporary material available in textbook form, and the works of a few authoritative historians. In the elementary school heavy historical reference volumes disappear, their place being taken by such titles as the Quennell *History of everyday things in England,* volumes by Channing or Elson, and collections of historical biography in readable style.

Government publications. Few documents should adorn the ready reference shelves. And yet a few are indispensable, at least in the high school library. Some have already been mentioned. The school librarian preparing to build up a reference collection makes note of the government publications given in such school

lists as the *Standard catalog for high school libraries*,[8] and does not attempt to select from the thousands of titles listed in the complete government catalogs. Lists issued by special federal and state departments [9] will be secured for further checking and to act as aids in selection in connection with debates, projects, and current problems encountered in the social and natural sciences. It is not so essential to have a great many documents as it is to know that they exist and how to get them when needed. And so, for the most part, the reference shelves will contain, not the documents themselves, but lists and pamphlets descriptive of these publications and of the methods of obtaining them. Among the latter will be the titles listed at the bottom of this page.[10]

Indexes and catalogs. It has been suggested elsewhere [11] that the school library should contain all such published indexes as will definitely lighten the librarian's work and make it more efficient, always provided the price is not incommensurate with the usefulness of the volume. For example, there can be no question about the *Index to poetry and recitations* and *Anniversaries and holidays* if the library has a sizable collection of poetry, readers, and speakers; and no question at all about the *Readers' Guide* if there are magazine files. On the other hand, a newspaper index seldom justifies itself because there are not enough newspapers, nor does the *United States catalog*, unless the library is large and exceptionally well financed, because the greater part of the books

[8] Standard catalog for high school libraries. Pt. I. and Supplements. Wilson, 1928.

[9] See p. 198-99, 208.

[10] Clarke, E. E. Guide to the use of United States government publications. Faxon, c1918.

Dana, J. C. Public documents. In his Library primer. Library Bureau, c1920. p. 192-98.

Recent government publications of interest: The Smithsonian Institution, Hartwell, M. A.; The treasury department, Billingsley, M. P.; The Interior and Commerce departments. Sullivan, M. D.; The Department of Agriculture, Lyman, J. W. Library Journal 52:953-65. October 15, 1927.

Swanton, W. I. Guide to United States government publications. U. S. Education Bureau. Bulletin, 1918, no. 2.

[11] On p. 118.

needed by the school library are listed with publisher and price in standard school lists and school catalogs which should always be at hand. For occasional emergencies the librarian has recourse to the public library or the local bookseller.

Bibliographies. The school library should contain the best existing bibliographies on subjects definitely within its field. Thus the Channing, Hart, and Turner *Guide to the study and reading of American history* is a valuable title in the high school, and Gardner and Ramsay's *Handbook of children's literature* is an excellent tool in the elementary school. Special debate bibliographies have been touched upon under *Handbooks*. Great numbers of acceptable bibliographies do not exist in book form. They appear as leaflets or mimeographed sheets bearing the imprint of well-known libraries and library agencies and as such find their way to the bibliography file instead of to the reference shelves.

Encyclopedias, textbooks, and lesson syllabi add their quota to complete the bibliographic resources of the school library. All these are industriously noted and collected by the librarian, for they are bound to be useful somewhere and sometime.

3. The library economy collection. Printed tools essential to the organization and management of the library have been left for later consideration under suitable topics.[12] They are mentioned here in order to make the picture of the school collection complete.

4. Judgment in reference choices. Rebecca of Sunnybrook Farm providing a banquet lamp for the notoriously poor Simpson family has plenty of counterparts in schools where through scanty knowledge of reference tools or the importunities of a book agent the purchase of a shelfful of morocco bindings eats up the entire book fund. Some states attempt to prevent such disasters by laws limiting the expenditure of tax-money to prescribed titles. But since in most localities neither law nor school experience offers any safeguards, the wise librarian anticipates by preparing and handing to the school principal, before funds are

[12] See list of printed aids, p. 322-25.

received, lists of titles which *should* be purchased; and demonstrates the possibility of providing reference service by means of inexpensive substitutes such as clippings, pamphlets, magazine articles, and a few authoritative volumes. In more than one school a librarian has proved that special issues of the *National Geographic* encased in cardboard binders and treated as books may be made to take the place of expensive natural histories, and that an up-to-date almanac may push into the discard the best one-volume "$12.50 in full leather" compendium of universal knowledge.

III. Factual or Work-Type Books

It was suggested at the beginning of this chapter that no hard-and-fast line divides school reference books from other titles on the library shelves. The same is true of the factual or work-type collection. The term "factual" is used merely as an aid in visualizing a certain type of book which stands somewhere between the purely reference and the wholly recreational. It is meant to designate that large body of reading material which both enriches the school curriculum and fosters informational reading as a life habit.

1. Supplementary reading and readers. In most schools the factual library has its beginnings in the supplementary readers which teachers regard as tools necessary to carrying on classroom work. Very unusual indeed is that school in which there are not to be found tucked away in classroom bookcases or displayed on teachers' desks small groups of readers or of books of a near-text variety. On the administrative side these volumes are always a problem. They do not classify as free texts and they fail to fit in with preconceived notions as to library books. It is nobody's job to keep them mended or in order and the duty of no particular department to house them. If they are not numbered with the lost, strayed or stolen in the annual inventory of school equipment, they remain as dog-eared and unkempt tools for next year's class. And when next year comes an order goes in for additional copies or an

altogether new set because this year's teacher does not like last year's choice. When the school decides to establish a library and put a librarian in charge, these semi-texts are a hangover. It is well to recognize that many of them meet a vital educational situation. Little children learning to read should have in the classroom two or three primers and two or three readers in addition to regular texts. So attractive are these newer primers with their gay pictures and delightful make-up that few librarians object to them in the library unless they are overemphasized. The same is true of many of the newer geographical readers and, in a measure, at least, of the supplementary publications on science, history, and vocations which teachers find useful.

The chief difficulty from the librarian's point of view is that because regular assignments are consistently made to these titles, boys and girls regard them as texts — the tools of forced labor. But there they are. What shall be done with such of them as are designed for the use of pupils above the third grade? Shall they be continued as miscellaneous school equipment to be accounted for in the school office and housed in classrooms? If so, will their presence in classrooms seriously interfere with the proper development of library work? Are they so essential that it is a mistake to consider doing away with them? Shall they be placed in the library where teachers may be encouraged to use along with them fresher and more miscellaneous materials? Or shall they be placed there for checking and safe-keeping only, being renewed from time to time and charged out as classroom libraries? [13] In the last two instances shall duplicates be paid for out of library funds? Since their care and circulation entail endless work of a mechanical and clerical nature without calling into action any of the expert knowledge for which a librarian is chiefly hired, shall she be required to devote her time to them?

The answers to these questions in common practice are as numerous as the questions themselves and depend very largely on

[13] See p. 349-51.

whether the school is old or new type in its organization. Many school systems and many librarians consistently refuse to regard supplementary texts as library materials. Accordingly such books are paid for outside of library funds even though they may be housed in and circulated from the library. In a western county library which furnishes service to schools, all books required by the Board of Education for use in schools, including all titles on the English reading list and all supplementary readers, are considered textbooks and as such are paid for by the Board of Education although handled through the county library, which defines its own particular contribution to the school collection as "culture books." It takes a great deal of time to circulate the supplementary texts, but a number of thoughtful librarians maintain that it is worth doing for the following reasons: It gives the librarian an opportunity to aid in the selection of better supplementary texts where they must be continued and to encourage their discontinuance in favor of more effective titles when there are such;[14] it effects a saving for the taxpayers, for the library with its very effective organization for the care and recording of books causes a few copies to do the work of dozens; and furthermore, the librarian needs only to supervise, the actual mechanical and clerical work being cared for by lower-salaried helpers.

Such a plan makes a logical appeal. But its opponents argue that it does not work out well in practice;[15] that schools never realize and never fully provide for the necessary mechanical help; that time given by the librarian to supervising a purely mechanical job is a waste of professional skill; that to harbor in the library books that are not, strictly speaking, library books is to perpetuate a wrong conception of library functions; that the librarian is not as good a judge as the teacher of the educational value of printed

[14] Salisbury, E. I. The selection of supplementary books for use in the elementary schools of Los Angeles. Elementary School Journal 30:117-22. October, 1929.

[15] American Library Association Education committee. School library yearbook no. 3. A.L.A., 1929. p. 66.

tools.[16] If the question of paying for supplementary readers out of library funds arises, the negative argument goes further; the library budget is *never* made big enough to cover these purchases and necessary library books also. And there is always the question of shelf space: will these supplementary texts not crowd out everything else?

When logic and experience clash, the decision justly goes to experience. It would undoubtedly be unwise for school libraries not now provided with ample budgets, commodious stack rooms, and plenty of help to rush into the supplementary reading business. On the other hand, there is reason to think that in the future organization of school work, library budgets *may* be made large enough, stacks *may* be commodious enough, and necessary clerical help ample enough so that everything in print belonging to the school, with the single exception of bonafide free texts,[17] may be considered as library materials. It would put an end to administrative confusions and place the library in a better position to make valuable contributions to a changing educational concept.

2. General character and content. In so lengthy an excursion into the field of supplementary reading the student may have lost sight of the fact that the subject actually under consideration is the factual or work-type collection. In that he is in perfect accord with many a school, which, having provided itself with shelves of supplementary readers announces that it has a library! But the factual collection is something more than this. To be sure, its boundaries are hazy, touching reference on the

[16] Just here it is suggested by one thoughtful supervisor that it is a part of the school librarian's job to become expert in the technique of analyzing text-books. She furnishes the following list of titles used in that connection:

Bamberger, F. E. Effect of the physical make-up of a book upon children's selection. Johns Hopkins Press, 1922.

Fowlkes, J. G. Evaluating school textbooks. Silver, 1923.

Franzen, R. H., and Knight, F. B. Textbook selection. Warwick, 1922.

Fuller, F. D. Scientific evaluation of textbooks. Houghton, 1928.

Maxwell, C. R. Selection of textbooks. Houghton, 1921.

[17] See definition, p. 205.

one side and pleasure reading on the other. It lies in between — a steadily growing, attractive, and thoroughly useful body of informational material outside of texts on which the librarian depends to enlarge the horizons of boys and girls by acquainting them with life and its activities. Books on vocations, on science and invention, biographies, travel books of the more serious sort, history of the Van Loon or Chronicles of America type, volumes on art and music, these plus periodicals of the same stripe make up the factual library. There is more to be said of periodicals in Chapter VIII. They are mentioned now in order that they may not be forgotten. Both books and periodicals in the factual group have a vocabulary range suited to the age for which they are intended. They are characterized by accuracy and an emphasis on activity rather than on theory or philosophy. And they are free from prejudice — at least in so far as it is possible for the average human mind to produce books free from prejudice. They face problems squarely. Some of them are of a definitely controversial nature, for the makers of the modern curriculum have decided that such books are needed.[18] Type and illustrations are good and bindings avoid the textbook suggestion. They fit boys and girls and provide for them a suitable reading experience, as this evidence from a Seattle twelve-year-old suggests:

> "Some reasons why I like to read. — I get lots of pleasure out of it. It takes up my spare time and keeps me out of trouble. I like to read books about things I have not heard of before. You learn something out of it, that is, something worth know-

[18] The inclusion of materials having a definite bias was mentioned in Chapter II, and it was there suggested that such materials have their place in the training of boys and girls. This is neither the time nor the place to go into the discussion of disputatious literature and the queston of its use in school. But there is a growing feeling among educators that controversial subjects should not be excluded from school discussion, especially where they relate to civic, economic and social problems. Suffice it to say that the librarian does well to consult thoughtfully with teacher and principal before putting into the collection any title that is known to be definitely one-sided. And if the decision is for, instead of against, immediate search will be made for the opposite point of view, so that both sides may be represented.

ing. It's nice when you have the habit of reading. Then when you grow up you won't be a dummy." [19]

Probably one reason this branch of the school collection has been slow in developing has been because it is only in recent years that reputable scientists and artists and experts generally have turned their attention to the production of books for boys and girls. Not so many years ago the librarian's choice was limited; but no longer. Now such titles as *Modern Aladdins, The history of everyday things in England, The boys book of science, Popular history of American invention, Boys own book on politics, The way life begins, The story of iron and steel, Orchestral instruments and what they do, Handicraft for handy girls,* and a thousand others are easily available.

Of such is the factual group for boys and girls. How large the collection shall be depends on the funds at the school's disposal. It is interesting to contemplate how this side of the school collection may and does develop when there is turned over to the library the money so lavishly spent on supplementary texts, which, useful as they may be, are seldom of such general and stimulating value as the titles outside the textbook group made available through the well-administered library and better calculated to provide for individual differences among pupils.

IV. Books for Pleasure Reading

1. The curriculum basis. It has been suggested that the best training for leisure is leisure, and that the modern school recognizes this fact. Run through the discussion of (school library programs) outlined in Chapter XII, Sec. II. Note the constant reappearance of terms like "voluntary reading" and "free reading." Even the first and second graders have their library hours and free reading periods. The point is emphasized in a recent book on read-

[19] Gist, A. S., and King, W. A. The teaching and supervision of reading. Scribner, c1927. p. 97.

ing written by two elementary school principals: attendance programs

"Library or reading-tables in all classrooms in the primary grades, and in many of the intermediate grades, have been found to be most helpful in stimulating an interest in wholesome reading. Pleasure readers and other interesting material can generally be accumulated with the assistance of the public libraries. Pupils should be encouraged to read this material at every opportunity. Some teachers have found it an advantage to reward pupils for success and faithfulness in other fields by permitting them to go to this 'library corner' or to take a pleasure book from their desks at odd times during the day. The day is past when we cannot permit the pupils to enjoy themselves during school time, when we cannot, under regulation, permit them to read books for recreation and enjoyment when other work is finished. Adults do that; in fact, we often hurry with our work that we may read pleasurable material. The principal should plan for 'library corners' and books for recreational purposes in all classrooms." [20]

Further evidence comes from the curriculum makers:

"The junior high school should, however, lay far greater stress upon individual and general reading than upon class work in literature. . . . The ideal is that a school library, widely stocked with children's books, some below the seventh grade level and some above, should become the meeting place for every English class, at the regular class period, at least once a week, and preferably oftener. In the library periods the pupils should read as in a public library, of course under more careful supervision, the teacher keeping in touch with each individual's reading as it progresses. Two class periods a week thus spent will lead pupils through many books during the course of the year, each pupil following out some line of reading appropriate to his individual tastes and capacities. Naturally such library experiences need not be followed by elaborate and formal book reports either oral or written. Occasional book club days, in which the pupils tell of the books they are reading, will suffice. Even this

[20] Gist, A. S., and King, W. A. The teaching and supervision of reading. Scribner, c1927. p. 78.

type of report may be omitted, as the teacher is in touch with the individual and group reading as it goes forward." [21]

Librarians may object to the scheduled use of the library by English and history classes as portrayed in the above excerpt. That is a problem to be discussed elsewhere. The excerpt is here given to prove that recreational reading has a curriculum basis.

It is possible to find excellent authority for the leisure time or pleasure collection in the high school, as well as in elementary and junior schools. Periodicals ranging from *St. Nicholas* and the *Youths Companion* in the elementary school, to *Harpers* and *Scribners* in the high school appear repeatedly on lists recommended for purchase by state education departments and literature curriculum makers. When such books as *Captain Blood, The four million*, and the *Prisoner of Zenda* appear in no meaner place than the National Council of Teachers of English list, *Books for home reading for high school and junior high school*, it is safe to conclude that provision for pleasure reading, or as we have sometimes named it, the leisure time library, is definitely contemplated by educators as a part of the school program and equipment.

2. **Browsing corners.** Evidence from the library side points in the same direction. The article on school library equipment or on reading guidance that fails to mention the "browsing corner" is rare. The stranger entering a well-organized school library and watching for a time the quiet freedom that prevails begins to wonder whether the term "browsing *corner*" may not even be a misnomer since an atmosphere so conducive to browsing is *everywhere* apparent. What the educator visualizes as fruitful reading situations the librarian brings to pass in the library. (See illustration, opposite page 80.)

3. **Pleasure reading versus school reading.** Public librarians have been known to object that when pleasure reading takes the form of supervised group activities, such as have been at

[21] National Education Association Department of Superintendence. Fifth yearbook. The junior high school curriculum. N.E.A., c1927. p. 140-41.

times mentioned in this book, it is no longer free reading, and that the books provided cannot be considered as properly making up a leisure time or pleasure collection. The danger thus sensed is a real one. But it chiefly pertains to the school and the teacher who have not yet caught a vision of the pleasure and freedom motives in education. Let the prospective school librarian visit a few well-organized modern type elementary schools and observe for herself whether the children gathered informally about tables, reading *Smoky* and *Tales from silver lands*, or eagerly following in their library the adventures of *Benjamin Bunny* and *Little black Sambo,* are so under restraint as to fail of enjoying themselves. Or let her walk into a classroom where a "free reading period" is in progress under the guidance of a skilful teacher with books furnished by the library. The writer remembers such an occasion when the presence of two visitors busily chatting with the teacher in charge made no impression whatsoever on a roomful of fifth-graders so utterly absorbed in the pleasures of bookland that for them the world of the classroom and classroom visitors did not exist.

Two conclusions follow. (1) Books for pleasure reading are essential in the school of today. (2) Their use in connection with school activities does not necessarily detract from their pleasurable aspects.

4. **Reading bait.** But it would be unwise to stop here. The leisure time book has a place in the school regardless of any direct association with the curriculum. It is reading bait, and, in all logic, it belongs in the school because that is where boys and girls are. True, in those favored neighborhoods where the public library or its branch is quite as accessible to pupils as is the school, the pleasure library need not be developed in the school beyond the definite implications of the curriculum. But since not many schools are in such favorable localities, the logic of the situation is obvious. Yet here, as elsewhere, logic must be tempered by practical considerations. Reading facilities for boys and girls, however de-

sirable, should not be provided at the expense of reading opportunities for the community as a whole.[22]

5. Types of pleasure reading. The content of the pleasure collection has been hinted at. Many a volume in the factual group classifies in both places for, to some pupils naturally and to others through training and experience, the pursuit of facts and useful information is quite as enjoyable a leisure occupation as indulgence in pure fiction or emotional experience. This is especially true of boys.[23]

There exists scarcely a school library in this year of grace 1930 that has not felt an overwhelming demand for Lindbergh's *We*. Halliburton's *Royal road to romance* and Colonel Lawrence's *Revolt in the desert* are other recent favorites. Who can classify them? The only sure thing is that they belong to youth.

Of *fiction* and *humor* the pleasure library has a plenty; not, as a rule, the modern novel of the best-seller type nor the "wise-cracks" of the college humorist; not the commercialized "series" whose claims are ubiquitously pressed by book dealers and other well-meaning but inexpert persons whose zeal overbalances their knowledge of children's literature;[24] but plenty of historical tales, adventure, pure romance, and gripping love stories. One thinks here of Sabatini, of Dumas, of Bulwer-Lytton; and of *Jane Eyre* and *Maria Chapdelaine*. These for the high school. For earlier years there are Pyle and Grinnell; *Monarch* and *Gay Neck; Rebecca* and *Kanana*. On the humor side there are authors like Tarkington, Twain, and Lincoln; and for younger readers, Hugh Lofting and Lewis Carroll; the *Peterkins* and the *O'Callaghans*.

One other group deserves special mention: *picture books and illustrated editions*. The first belong naturally to the elementary school, although many a junior or senior high school finds a col-

[22] See discussion, p. 367-69.

[23] See article, "Thrillers," Child Welfare, 24:175, December, 1929.

[24] For an excellent list of series *not* circulated by standardized libraries, see Root, M. E. S. Not to be circulated. Wilson Bulletin 3:446. January, 1929.

lection of foreign picture books a distinct contribution to pleasure in foreign language study. Illustrated editions of famous books are legitimate and tempting bait in schools of any grade "to entice witty children . . . that they may not conceive a torment to be in school, but dainty fare." [25] If the library budget does not warrant their purchase, they may be suggested for purchase as gifts and class memorials. A small glass case in which to shelve them, without a lock, or with the key always available on request, and the library is provided with the wherewithal to encourage many an hour of delightful browsing and sampling.

V. The Use of Finding Lists

The problem of building the school collection has been so immeasurably simplified in recent years through the appearance of excellent classified and graded finding lists on all subjects as to reduce the task of the librarian immeasurably. Such lists are chiefly of two varieties: lists found in textbooks and school syllabi, and lists compiled by library experts in touch with school needs. Both are useful, but the second group is more dependable than the first. The reason is simple. The writer of a text is an expert in his field, but not necessarily in the field of juvenile and adolescent literature. This is in part due to the fact that the school library is comparatively new and there has been little opportunity for the textbook writer to become intimately acquainted with the boy and girl literature which is adapted to his uses. Consequently he is prone to recommend college texts and adult source material.

Standard finding lists compiled by school library experts should be known intimately to the school librarian. Some of the best are issued by state library agencies or school departments, and one of the first duties of the librarian going into a new locality is to investigate the lists locally useful. At the same time, she will not accept such lists undiscriminatingly. If emanating from a state

[25] Comenius. Orbis sensualium pictus.

department of education, they may be subject to the same limitations as those compiled by the textbook writer. Here is where the librarian's general professional background comes to the rescue, making it possible to judge lists by their sponsors and by the quality of recommended titles already known.

Special lists like those of Elsie Cooper on *The library and the teaching of language* [26] or Hannah Logasa's historical fiction list [27] are constantly appearing. The librarian who keeps up her professional reading will not miss these, because their appearance is consistently noted in bulletins and journals.

Lists of most significance to school libraries follow. The librarian who chooses a title from any standard finding list may be pretty certain she is securing an excellent book. The chief question is whether it is the right book for the school in view of existing conditions and whether, if the list is not fully up to date, there is a later and better book. Balance must be maintained between varying types. Pleasure reading must offset reference, stimulating information compensate for supplementary texts, abundance in all groups take the place of super-abundance in one. Care is also necessary to secure subject balance.[28] The importunities of an alert teacher or the demands of a single department must not be allowed to upset the even keel on which the library rides to success as an institution serving the entire school.

Finding Lists

Junior and Senior High Schools

California School Library Association. List of books for high school libraries of California. California School Library Association, Southern Section, 1929.

(May be purchased for $1.50 plus postage from Los Angeles

[26] Cooper, Elsie. The library and the teaching of language in the high school. Library Journal 51:459-60. May 15, 1926.

[27] Logasa, Hannah. Historical fiction suitable for junior and senior high schools. (Publication of the National Council for Social Studies no. 1.) McKinley Publishing Co., c1927.

[28] Glenn, E. R. High school library book selection; a study made by a

City School Library Department, Brawn Bldg., 1240 South Main Street, Los Angeles, Cal.)

MINNESOTA EDUCATION DEPARTMENT, LIBRARY DIVISION. High school library list, 1924-26; comp. by Harriet A. Wood. Minnesota Education Department, n.d.

With annotations.

NATIONAL COUNCIL OF TEACHERS OF ENGLISH. Books for home reading, for high school and junior high school. Chicago National Council of Teachers of English, 1923. In process of revision.)

NATIONAL EDUCATION ASSOCIATION AND AMERICAN LIBRARY ASSOCIATION JOINT COMMITTEE. Books for the high school library. A.L.A., c1924. (To be superseded by 500 Books for the high school library.)

NEW YORK STATE LIBRARY. References on school libraries, 1920-26. University of the State of New York, 1927. p. 17-20, 22-23, 29-32. (Bibliography bulletin 78.)

Lists aids in book selection for elementary, junior, and senior schools.

Standard catalog for high school libraries; ed. by Zaidee Brown. Pt. I, Classified list; Pt. II. Dictionary Catalog. Wilson, 1927-28. Also Supplement, 1926-1928, 1929. (Free to those who have purchased Pts. I and II.)

The most complete list available. Includes books for the junior high school. Sold on a service basis.

NOTE: The children's catalog, ed. by E. M. Sears, which we have listed under Elementary Schools, is another Wilson publication useful in the selection of books for the junior high school.

The above are special school compilations. But to these most large school libraries add:

American Library Association Catalog, 1926. A.L.A., 1926.

The Booklist. A.L.A. (monthly).

MUDGE, I. G. Guide to reference books, 5th edition. A.L.A., 1929.

First aid in the evaluation of current subscription sets may be found in:

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science teacher. In Library Journal 46:274-51, 297-300. March 15, April 1, 1921.

——— Past and present practice in high school library book selection from the point of view of a science teacher. In School Science and Mathematics 21:217-37. March, 1921.

American Library Association. Subscription books bulletin. A.L.A. (quarterly).

Bulletins and news letters issued by some state library agencies are excellent for the same purpose. A notable one is:

The Oregon State Library. Letter to libraries.

Valuable lists of illustrated editions may be found in:

Cowing, Agnes. Books for the browsing corner of a high school library. Wilson Bulletin 3:481-84. February, 1929.
The latest revision of a list originally compiled by Mary E. Hall in 1916.

Fitzroy, E. M. (Pfutzenreuter, E. M.) Illustrated editions of high school classics. University of Illinois, 1925. Revision to be published by A.L.A., 1930.

Teuschner, Ruth. Illustrated books for boys and girls. English Journal 16:606-13, 716-21, 800-06. October-December, 1927.

A good percentage of librarians in school libraries report using also book reviews such as those in the *New York Times, Saturday Review*, and others found in miscellaneous literary and educational journals; publishers' catalogs, and public library catalogs, bulletins, and lists.

Elementary Schools

American Library Association. Graded list of books for children. A.L.A. (In preparation).

Children's Catalog; ed. by M. E. Sears. 3d ed., rev. and enl. Wilson, 1925. This may be had in a large edition containing 4100 titles or in a smaller edition of 1200 titles.

Long Beach (California) Elementary School Librarians. An elementary school library for $500. Journal of the National Education Association 17: 187-89. June, 1928. Also in Wilson Bulletin 3:346-51. November, 1928.

Minnesota Education Department, Library Division. Elementary school library list. Minnesota Education Department, 1921-22. Supplement, 1925.
A carefully selected classified list. An abridged list of 200 titles for first consideration included.

Pittsburgh Carnegie Library. Basic reference books for an elementary school library. Pittsburgh Carnegie Library, 1924. (School bulletin no. 144-47.)

——— Basic reference books for a platoon school library, grades 1-6. Pittsburgh Carnegie Library. (School bulletin no. 172-75.)

Pittsburgh Carnegie Library, Children's Department. Inexpensive books for children. Ed. 2. Pittsburgh Carnegie Library, 1927.
Books costing $1.25 or less.

Pritchard, M. C. Beginnings of an elementary school library. Elementary English Review 1:108-11, 194-96. May and September, 1924.

Terman, L. M., and Lima, Margaret. Children's reading. Appleton, c1925.

The elementary school librarian supplements these by special reviews devoted to children's literature, such as those in the *Horn Book*, and by the use of trade lists, publishers' catalogs, and children's library bulletins and lists. In short, the tools used are those in favor with children's librarians, an evaluation of which tools may be found in Power, E. L., *Library service for children*.[29]

The Kindergarten

Dick, G. I. Books for the kindergarten. Wilson Bulletin 3:678-69. June, 1929.
The compiler is librarian of the City Schools Library of Pasadena, California.

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Certain, C. C. The elementary school library defined in terms of book conservation and library service. In Wilson, Martha. School library experience. Wilson, 1925. p. 253-62. Reprinted from Elementary School Journal 24:357. January, 1924.
Treats the problem of supplementary texts.

Harris, Mabel. Library material for debating in high school. Public Libraries 28:163-65, 219-20. March-April, 1923.
Lists materials most useful in debate.

Pope, M. H. Lost days. Public Libraries 30:451-53. October, 1925. The value of recreational reading in the school library.

[29] Power, E. L. Library service for children. A.L.A. (In preparation).

SHIELDS, ZORA. What constitutes a well balanced high school library. In Wilson, Martha. School library experience. Wilson, 1925. p. 169-75.

VAN DEUSEN, MARJORIE. Reading habits of high school students. In Wilson, Martha. School library experience. Wilson, 1925. p. 175-78. Reprinted from School Life, December, 1922.

QUESTIONS AND PROJECTS

1. How would you meet the following situations:
   (a) The request of a 2d grade reading teacher for 10 copies of a primer to be kept in her classroom.
   (b) The request of a high school teacher for 15 copies of a volume of readings in civics.
   (c) The discovery on entering upon a school library position that the factual library was made up of supplementary reading sets.
   (d) The objection of a board member that it is not the function of the school library to provide recreational reading.
   (e) A request from a teacher that the library buy an encyclopedia of education.

In answering the following, the student is expected to use standard finding lists such as those mentioned in this chapter.

2. Make a list of ten titles for the adult library representing each of the main divisions of the Decimal Classification. In parallel columns list similar titles suitable for the elementary, the junior, and the senior high school library.

3. Assume that the state superintendent of education has asked for a statement not to exceed 300 words in length covering the items which should be included in a law defining the content of either (1) the elementary school library, or (2) the senior high school library. Prepare the statement for him.

4. Prepare a list of thirty dollars worth of books for first purchase by (1) an elementary, (2) a junior high, or (3) a senior high school library in one of the following situations:
   (a) In a rural district with no reading facilities.
   (b) In a city with a branch library one block away.
   (c) In a city with a branch library one mile away.
   (d) In a small community served by a county library using a book truck.

Chapter VIII

Miscellaneous Printed Materials, Visual Aids, and Additional Book Collections

I. Introduction
II. Serial Publications
  1. Periodicals
  2. Continuations
III. Pamphlets and Clippings
IV. Visual Aids
  1. Prints
  2. Slides and films
  3. Maps and plans
V. Tributary Collections
  1. Museum objects and laboratory aids
  2. The textbook collection
  3. The teachers' library
  4. Collections for community use

I. Introduction

The school library is an Ellis Island to which all manner of printed racial stock applies for admission. It is also a customs office where miscellaneous goods and chattels are received for inspection. Some of these alien stocks and imported goods are indispensable. But not all the literary immigrants that apply at the library gate are admissable, and many pseudo-literary materials must be refused. The ensuing chapter is a guide to admission and elimination based on the experience of many schools and school librarians.

The chief applicants to be considered for admission are these: serial publications, pamphlets and clippings, visual aids; and certain tributary collections such as museum objects, the teachers library and free texts, and the community library.

II. Serial Publications

Opinion and experience are unanimous in declaring that the school library should include a goodly assortment of serial publications. Such publications embrace (1) periodicals, subdivided into magazines and newspapers; and (2) continuations — composed of annuals, or of documents, reports, bulletins, et cetera, issued at irregular intervals.[1]

1. Periodicals. *Magazines.* Periodicals, and more especially magazines, easily rank first among the important groups that knock at the school library door. They supplement the basic book collection in its every phase: reference, factual, and recreational. It goes without saying that information of a current nature, always in demand for reference, can be secured through no other channel. And if boys and girls are fascinated by factual books entertainingly written, how much more are their interests piqued by subject matter just off the press and vitalized by association with daily events! *Nature Magazine, Radio News*, and the *National Geographic* all have their devoted followers who rise like magic on the librarian's trail when she crosses the room to open the morning's mail. Among certain groups of boys especially, interest in this factual type equals, if it does not actually overshadow, the more purely recreational periodicals which girls eagerly devour.

If there were no better reason for a liberal magazine allowance in the library budget than the fact that worthy periodicals are needed to counterbalance the insinuating and demoralizing influence of the corner news stand, that in itself would be reason enough.[2] The proportion of library funds devoted to the purchase of periodicals is indicated in sample budgets given on pages 271-72.

Lists of *titles most often recommended* are given on pages 192-93. In this connection, F. K. Walter's *Periodicals for the small library* [3] should be known to the school librarian. It is useful in evaluating

[1] Drury, F. K. W. Book selection and acquisition. A.L.A. (In preparation).

[2] Fargo, L. F. Youth and the news stand. Child Welfare 21:5-9. September, 1926.

[3] Walter, F. K. Periodicals for the small library. 5th ed. A.L.A., 1928.

titles and invaluable when additional periodicals must be selected for special groups. General criteria for selection may be found in Drury's *Book selection and acquisition.*[4] Every title chosen for the school library must be subjected to the closest scrutiny and its contents analyzed as to field covered, student interest, and local adaptation. Moreover, the librarian must be continually on the alert for changes in policy; for a periodical that is suitable this year may, through change of ownership or editorial direction, become useless or objectionable next year. Clear type, excellent illustrations, high class contributors, and lucid English are imperative, and the contents, like that of books, should be within the range of boys and girls, although if funds are sufficient it is permissible to include a few titles in the high school chiefly for their literary value and as an introduction to adult periodical literature. Titles indexed in the *Readers' Guide* are to be preferred to those not so indexed. Exceptions are periodicals which are worth having regardless of indexing because of peculiar adaptation to special school needs or because the subject matter is not as well covered elsewhere. It is not so important to supply titles commonly found in pupils' homes as to furnish excellent but less known titles to which they should be introduced. The majority of high school pupils have access to the *Saturday Evening Post*, but few come in contact in their homes with *Harpers*, the *Outlook*, or *Asia.*

Of distinctly *children's magazines* there are only a few deserving consideration, and the value of such periodicals to little children is so frequently questioned by children's librarians[5] that it is wise to limit the number of titles subscribed for in the elementary school, in the upper grades of which pupils tend to prefer adult publications. It is probably as true of children's magazines as it is of children's books that the best ones appeal to grown-ups. If the magazine is so "written down" or so lacking in literary value as to have no charm for the adult reader it is probably not worth

[4] Drury, F. K. W. Book selection and acquisition. A.L.A. (In preparation).

[5] Children's magazines of today. Library Journal 53:660-61. August, 1928.

having at all. It is better to provide an adult publication; children enjoy the pictures, and soon begin to study out the text.

The appended list does not cover professional library journals like *The Booklist, Libraries*, the *Library Journal*, the *Wilson Bulletin*, the *Wisconsin Library Bulletin* or similar state publications, some of which should be included in any school library list. Nor does it include magazines for teachers and titles used only by special departments, such as foreign language publications, cooking magazines, and typists' journals. Magazines for teachers belong in the teachers' library.[6] In selecting departmental periodicals, the librarian may be guided by the wishes of the teachers concerned, provided, of course, the titles suggested are worth while and proper consideration is given to continuity and indexing where back numbers are to be bound.[7]

Magazines Commonly Recommended for School Libraries

Elementary School (Grades 1-6)	Junior High School	Senior High School
American Boy	American Boy	Arts and Decoration
American Girl	American Girl	American City
Child Life	Asia	Asia
Junior Home Magazine	Birdlore	Atlantic Monthly
Mentor	Boy's Life	Birdlore
National Geographic	Current Events	Bookman
Nature Magazine	Current History	Century
Popular Mechanics	Good Housekeeping	Congressional Digest
St. Nicholas	Hygeia [8]	Current Events
Youths Companion	Literary Digest	Current History
	Magazine World	Good Housekeeping
	Mentor	Harpers Magazine
Note: Where the elementary school extends through the 8th	Music and Youth	Hygeia [8]
	National Geographic	Industrial Arts
	Nature Magazine	Literary Digest

[6] See further discussion, p. 194-95.

[7] See further discussion, p. 205-06.

[8] Useful for health work and posters but "case histories" make it wise to hold an occasional number away from the magazine rack.

grade, the following titles may be added:

Hygeia [8]
Literary Digest
Music and Youth
Radio News
School Arts Magazine

Outlook
Popular Mechanics
Popular Science Monthly
Radio News
Scholastic
School Arts Magazine
Scientific American
St. Nicholas
Worlds Work
Youths Companion

Magazine World
Mentor
Music and Youth
National Geographic
Nature Magazine
New Republic
New York Times (Sun. ed.)
Outlook
Popular Mechanics
Popular Science Monthly
Radio News
Review of Reviews (Amer.)
Scholastic
School Arts Magazine
School Review [9]
Scientific American
Scribners
Survey [10]
Time
Worlds Work

NOTE: Prices and publishers may be found in the front of the *Readers' Guide* and in F. K. Walter's *Periodicals for the small library.*

The treatment of magazines to insure their preservation and continuing use brings up questions of policy and of mechanical devices.[11] First of all, *current issues* should be pleasingly displayed. The temporary binders in which they are inserted should be made attractive with cover pictures or tasteful lettering and a suitable display rack should be provided.[12]

The method of handling *back issues* hinges on use; but there seems to be pretty general agreement that all titles indexed in the *Readers' Guide* (and few will be subscribed for which are not

[9] Pupils need at least one good educational magazine to furnish material on debates and oral themes on school topics.

[10] The first issue of each month, called the *Graphic,* may be subscribed for separately. It contains articles of more general interest and is illustrated.

[11] See discussion, p. 312-13.

[12] Plate II, fig. 1, p. 226 and Plate III, fig. 5, p. 243.

there indexed) should be kept intact; that is, not clipped, for about ten years. Back of that the calls of the school so seldom extend that it is safe to trust to outside library agencies to supply occasional requests. Whether back issues shall be bound or kept in filing cases is a moot question.[13] The point now is that somehow they should be preserved and made easily accessible. *Duplicates and titles not indexed* may be clipped at once, or a single issue or lengthy article may be put into a permanent binder and treated as a pamphlet or a book. Some schools regularly follow this custom with the *National Geographic*, buying or securing as gifts extra copies of especially useful issues like those on dogs, fish, and flowers. Another plan is to preserve intact, but without binding, duplicate copies of much used titles, thus supplementing the bound set in times of stress, as when a debate or a project creates a persistent run on a particular article. Still another scheme is that of a school where there is a steady demand for pictures and articles to clip for pupils' notebooks. Duplicates are shelved in a convenient cupboard along with shears and paste pots. Pupils are allowed to help themselves freely to the contents of this cupboard. There is good psychology back of such an arrangement; it substitutes privilege for the eternal negative, and is one answer to the problem of mutilation.

Departmental periodicals are often a vexed problem. By departmental periodicals is meant either (1) periodicals used as texts, (2) those used as laboratory materials, or (3) educational titles used only by teachers in special departments.

There are two general plans for *periodicals used as texts*. In the first, each member of the class must have a copy of the current issue for use as a textbook. Ordinarily periodicals thus used are supplied through the teacher, who takes care of the subscriptions of the class or arranges to have the magazines purchased by the school purchasing office. The second plan involves the use of a variety of periodicals by each pupil, class assignments being made with the object of acquainting pupils with the field of periodical

[13] See discussion, p. 312-13.

literature as such. This always creates a puzzling problem in the library. Many duplicates must be purchased and prepared for service, including circulation. Expense and endless labor result. And yet, since the library is the only department of the school well equipped to take care of periodicals thus employed, it is logically looked to to meet the situation. The point is that the job should not be thrust upon the library by the school nor accepted by the librarian without definite pre-arrangement involving an enlarged library budget, necessary assistance, and the building of bins or large pigeon-holes to serve as containers.

Periodicals used as laboratory materials should be handled like other school laboratory supplies. For example, a fashion magazine with nothing in it but current costume designs is correctly considered laboratory material of no concern to the library. So, too, one like the *Delineator*, even though it does contain portraits and articles of general interest, if it is kept constantly in the sewing room and there clipped for its designs, should be handled and paid for as laboratory stock. If, however, the teacher is willing to have the periodical handled as a temporary loan from the library to the classroom, but otherwise available outside the department, and with back numbers disposed of by binding or clipping according to use, then the *Delineator* or any other publication primarily valuable for the department may be considered as legitimate library material.

Newspapers. Should boys and girls be encouraged to read newspapers? The answer is "Yes." But when we add "in school" to the question, complications appear. Newspapers are expensive; practically every child has access to newspapers at home; the average daily contains but a few columns of value to boys and girls to offset endless columns of crime, full page advertisements, feature articles about people and themes that should not be featured, pages of bathing beauties, colored supplements.

The expense involved in subscribing for newspapers suggests their omission from a library having very limited funds, and the

suggestion becomes more weighty as we progress downward from the high school to the elementary school where the ordinary daily is of problematical value under any circumstances. There are, however, certain little current events weeklies (*Current Events* is one), obtainable at small cost, which may be considered for the elementary school as well as for the junior and senior high, for they are usually edited with an eye to the interests of boys and girls and to the citizenship and the history curriculum. Howbeit, it is a question whether money is not better expended on an adult weekly current events magazine with its better type and generally more attractive make-up.

Putting aside expense, there remain the objections of supply through the home and questionable contents. The answer to both objections is the same; it is suitable for the library to furnish its patrons with desirable examples of journalism to offset the unsatisfactory examples found in most homes, and because newspapers play so large a part in crystallizing public opinion that it is essential for boys and girls to grow familiar with superior types.

The presence of *a local newspaper* in the high school library has its advantages. It is timely, and it is desirable and sometimes even essential to classes in journalism and citizenship; but if the school can afford only one daily paper and a decision must be made between a local sheet that is mediocre and an outside publication that is first-class, the decision will ordinarily go to the latter, such a journal as the *United States Daily* taking precedence over the local sheet even though the *Daily* must be read a day or two late. A subscription to the Sunday issue of the *New York Times* brings in a mass of pictorial material and special articles in many fields which would otherwise be missed.

The number of news sheets available in any school library should be limited. This is not alone because of reasons given above, but because of expense and lack of space. Similar reasons argue against binding. It is ordinarily satisfactory to retain back issues for a period of from three to six months and then to clip articles

marked for that purpose previous to filing. Local papers should be clipped with especial care, for they are frequently the only source of information on community affairs, industries, politics, and contemporary notables.

Sectarian publications available as gifts should be accepted gingerly. The public library with its more generous space can throw open its doors to all, thus laying itself open to no accusation of bias. But since the school can have but few newspapers at best, it is a question how far it should open its shelves to such publications. Certainly a sectarian paper should not be the only news sheet available to pupils through the library.

Publications of all sorts with a known background of *propaganda* should be treated with like circumspection. In no case should the librarian accept them without previous conference with the principal.

Very close to frankly propagandist sheets are the *college and university publications* which come in a steady stream to the high school. The propaganda they are intended to convey seems perfectly legitimate: a desire for higher education. The means is a breezy portrayal of college affairs (particularly those of the issuing college) with plenty of pictures, both serious and frivolous. To the really serious publication, such, for instance, as the *Technology Review*, there can be no objection except that few pupils read it. But to the college comic, pseudo-comic, or news sheet the objection is made that the passing pleasure derived from the not too subtle jokes and accounts of proms and like festivities is the only gain to the pupil, and the presence of these publications in the school library merely offers a choice opportunity for wasting time. Perhaps some wise psychologist will one day make a study to determine the validity of this objection. In the meantime, the school librarian either draws her own conclusions from observation and experience or avoids the issue by pointing out her lack of display space and turning over the publications to the office of the school paper for use as exchanges.

More cordial treatment may be accorded to (1) *the college annual*, which because of its excellent pictures and attractive make-up is worth giving a place on library shelves until it falls to pieces, and to (2) *college catalogs*, a collection of which, if kept up to date and well arranged, is decidedly useful to pupils and faculty advisers. It should be remembered, however, that keeping up such a file requires time and much correspondence and that if the vocational director or the principal's office is attempting the same thing the librarian may leave it to them and refer inquirers to the proper office.

2. **Continuations.** Selected annuals, reports, bulletins, and even proceedings are useful in junior and senior high school libraries, but their number should be few compared with those used by the public library.

The majority of these publications appear in the form of documents issued by the United States or by state governments. In the case of *state publications*, the school librarian specializes on the issues of her own state which may in some localities be brought to attention through the good offices of the state library commission or department of education, but which are usually found by checking the *Monthly Checklist of State Publications* put out by the United States Superintendent of Documents. The state as a source of supply for local information is one frequently overlooked by school librarians. But a little experience shows that a dollar put into a subscription for the *Monthly Checklist* is money well spent when it results in bringing to the library just the bulletin on wheat exporting from the Pacific Northwest or the illustrated folder on state parks that teachers and pupils are looking for.

Among *United States publications*, the following have been found to be of chief value to school libraries: United States Agricultural Department, *Farmers bulletins*; United States Education Bureau *Bulletins*; and the *Congressional Record*. Additional continuations reported by school librarians as being of occasional value are Smithsonian *Reports*, the publications of the Children's Bureau

Busy on a Project

and of the Commerce Department. Others might be added. But with the possible exception of the Education Bureau *Bulletins* probably not a single series mentioned above should be sought for *in toto* by the school library. It will do no harm to reiterate here a statement made before, namely, that it is not so essential for the school to have a great many government publications as it is to know that they exist and where to get them. Practically all those needed will be found in checklists given at the end of this chapter.

III. Pamphlets and Clippings

Even the tiniest library may have its file of pamphlets and clippings. Such materials cost next to nothing in money, and as reference aids they are invaluable. Desirable types have been partially covered in the foregoing discussion. Mary E. Hall has set forth the place of the collection in the high school:

> "Files of newspaper clippings and well-chosen collections of magazines and pamphlets make it possible for the library to place before the students the most up-to-date material on all questions of the day. Long before the end of the week, when the periodicals treat an important question or event, the newspaper clipping file has material ready. The day after the League of Nations' constitution is published in the morning paper, it is ready in mounted form for constant reference by teachers and pupils who consult the clipping file, with all the editorial and other comment of the papers of the morning before, placed in the same envelope.
>
> . . . . . .
>
> "The newspaper clipping file is indispensable in the modern high school library. . . . In community civics and local matters of city or state it is the only source for many topics discussed in class. Arranged in large envelopes alphabetically in a vertical file it can be used readily by the youngest pupil. . . .
>
> "In a special drawer, marked 'Community Civics,' all the topics discussed in the community civics textbooks are represented by pamphlets and clippings, filed alphabetically under Fire Department, Parks, Water Supply, etc. Pupils and teachers are

asked to help build up this collection so that it may meet all the needs of inquiring students. For debating and for oral English where a student must talk on an interesting current topic, for economics and general science this pamphlet and clipping file is a perfect treasure mine of information. . . .

". . . It makes for efficiency, if all the departments turn over to the library such pamphlet-material as they want the students to use for reference. Many of the departments overlap in their topics — food pamphlets are of interest to students of domestic science, of chemistry and of biology. If pamphlets are kept in department libraries there is unnecessary duplication or material is lacking which might have been available had one department known that the other had it. It has meant no small sacrifice to the departments to give up their treasures to this main collection, but they have themselves expressed their appreciation of the better organization and better methods of the library for keeping track of such material when lent to pupils or to teachers." [14]

Pamphlets. But it is not merely in the high school and in connection with the particular subjects mentioned by Miss Hall that pamphlets are to be collected. The elementary school needs them as well. Boy Scout activities may be covered by *Merit Badge Leaflets*; brief literary and critical biographies may be surprised in the advertising media of publishing firms; descriptive monographs on vocations may be had from interested organizations; brochures explanatory of manufacturing processes may be secured from industrial firms; illustrated travel literature for use in geography is willingly supplied by tourist bureaus and commercial clubs; handicrafts and ideas for entertaining are to be found in the booklets of a paper manufacturing company; "Instruments of the modern symphony orchestra" emanates from a music firm; poems, essays, and plays are extracted from old magazines and, in the case of individual poems, are sometimes mimeographed in quantity, mounted, and filed for class use; illustrated booklets on South and Central America arrive via the Pan American Union; debate material

[14] Hall, M. E. Development of the modern high school library. In Wilson, Martha. School library experience. Wilson, 1925. p. 73-75. Reprinted from Library Journal 40:627. September, 1915.

is obtained from everywhere. The range of pamphlet publications is endless. Methods of caring for pamphlets are discussed further on.[15] Finding lists follow at the end of the present chapter.

Clippings. Clippings should be collected discreetly; that is, they should supplement books and pamphlets rather than substitute for them, the reasons being that (1) clippings are apt to be less authoritative than books, and (2) though they cost less in money they cost much in time required for gathering, sorting, and preparing for use. Favorite sources have been mentioned: they are local newspapers and duplicate magazines. To these the librarian adds as experience and opportunity counsel.[16]

IV. Visual Aids

Visual aids include: (1) Prints — more often referred to as the picture collection; (2) Slides and films; (3) Maps and plans.

The use of visual aids has in recent years become so much a part of public school education that many local boards of education and some state offices [17] have established departments of visual instruction. But, regardless of whether there is a central office, there exists in practically every school a growing collection of visual paraphernalia. Whether this should all be thrown into the library for record and classification is a question to engage the attention of a research bureau. Librarians have pretty generally assumed that prints belong primarily to the library; and that slides, films, maps, and plans may belong, depending on budget allowances, storage space, and size of staff. With principals and teachers questions of recording, storage and final ownership are secondary to acquisition, though when purchase is made out of departmental funds the assumption is that materials belong to the department, to be treated like other laboratory supplies. Yet the same considerations

[15] See p. 313-14.

[16] See suggestions for mounting and filing, p. 314-16.

[17] The New York State department of visual education is an excellent example of state work. Los Angeles, California, is one of many cities having a visual education department in connection with its school system.

that argue for centralization of the school library book stock apply to the centralization of visual aids.[18] That is, usefulness is not necessarily limited to one department; concentration saves duplication; danger of loss is decreased. More than this, the librarian naturally makes use of visual aids in giving reference service — in fact, cannot get along without them; and teachers find it a great convenience to send to the library for all available material on a given subject whether it be in book or picture form. Apparently there are excellent reasons for housing at least some visual aids in the library, and among these, prints come first.

1. Prints. The term "prints" is frequently associated with the idea of more or less expensive art reproductions, but as used in this chapter it is a technical term including not only etchings, postcards, photographs, bookplates, and portraits, but pictures reproduced by any printing process.[19]

The average school library eschews the more expensive and seeks the inexpensive in pictorial representation. Many a collection is made up almost exclusively of clippings: historic ornament represented by plates salvaged from a worn-out book on that subject; Egyptian antiquities from a Sunday newspaper supplement; animal studies from nature magazines; portraits extracted from publishers' catalogs; castles, cathedrals, and costumes from travel leaflets and discarded histories. More ambitious collections may include stereographs, purchased sets of art reproductions, costume plates, and fabric designs. All of these are sure to be useful. The only limitations are funds, time, possible overlapping with special collections housed in other school departments, or easy availability through loans from the public library or the art museum. Films are yearly making inroads on the picture file, and librarians will in the future move slowly in acquiring sets of loose pictures dealing with industries, travel, scientific processes, and other topics available in the form of educational films. Yet there will probably never come a

[18] Witmer, E. M. The school picture collection. Library Journal 50:295-97. April 1, 1925.

[19] Drury, F. K. W. Book selection and acquisition. A.L.A. (In preparation).

time when the detached picture will not be in demand for many purposes, and consequently the prints file is not in danger of becoming obsolete. For aids in selection see list at end of this chapter.

2. **Slides and films.** With the coming of portable lanterns [20] and a growing inclination to add a lantern room to the library suite there is a consistent demand for the inclusion of slides and films among library materials. Children easily learn to act as operators, and permission to run a set of pictures through the library lantern is readily granted as an established activity in more than one library. Or lantern and slides may both be lent to a pupil or a teacher for classroom use. For finding lists of slides and films, see end of this chapter.

3. **Maps and plans.** Maps are so regularly provided in classrooms as school supplies that there is little occasion for the school library to build up an independent collection except along certain lines. (a) *Local maps*, such as the topographic sheets issued by the United States Geological Survey covering the vicinity in which the school is located, and wall or hand maps showing streets are desirable because seldom provided elsewhere in the school. (b) *Road maps* obtained from tourist bureaus and automobile associations are useful and take the place of the more expensive guides and *Blue books* which a public library might legitimately acquire. (c) *Railroad maps* issued as folders have many uses. (d) *Historical, industrial*, and other special maps may be clipped from magazines or discarded books, but it is not ordinarily wise to put much money into these types since textbooks, atlases, and classroom maps supply most school needs. (e) *Pictorial maps* in color such as the well-known *Map of fairyland* and Paul Paine's *Map of good stories* are valuable for wall decoration, for use as reading bait, and to lend to teachers of history and literature.[21] (f) *Aerial maps*

[20] Knox, R. B. Screen pictures. In her School activities and equipment. Houghton, c1927. p. 240-45.

[21] Woodring, M. N., and Benson, R. T. Maps and charts. In their Enriched teaching of English in the high school. Teachers College, Columbia University, c1927. p. 52-53.

(photographs made from airplanes) may be clipped from magazines. They are interesting to pupils in all grades. (g) *Star maps* adequate for school purposes may usually be found in popular texts on astronomy or in a star atlas; or they may be clipped from magazines like the *Scientific American*.[22]

Plans do not occupy a very large place in the school library save for ground plans of an occasional cathedral or other famous building, or a modest collection of floor plans clipped from magazines for the use of classes in architectural drawing or domestic science. The librarian soon learns to recognize such as will be serviceable and to insert them in the print or clippings file.

V. Tributary Collections

The trunk lines of the school library collection have been covered: reference books, factual or work-type books, pleasure reading; serial publications, pamphlets and clippings; visual aids. There remain certain tributary and parellel lines: (1) Museum objects and laboratory aids; (2) The textbook collection; (3) The teachers' library; (4) Collections for community use. About all these tributary collections, save the teachers' library, it can be asserted that their presence within the four walls of the school library is, or at least should be, an accident of propinquity or housing facilities, or an administrative arrangement avowedly combining departments and services of a fundamentally different nature.

1. Museum objects and laboratory aids. These may include everything from school trophies and exhibits showing the process of cotton manufacture to globes, food charts, and busywork. The library relation to such items is chiefly record-keeping, storing, and issuing; and the problem is one of administration, with grave danger that expert and high salaried library time may be devoted to purely mechanical and clerical tasks. On the other hand, temporary exhibits from art and other museums lent to the

[22] Camp Fire Stores Co., 16-18 W. 22d Street, New York City, sell an inexpensive and popular *Sky clock*.

school for special projects or to create an interest in cultural affairs are very properly arranged for and displayed by the library, for here the amount of clerical labor is small compared with the professional skills required in selection, display, and publicity.

2. The textbook collection. For purposes of the present study, the textbook is a manual prescribed by the course of study and used by pupils in the day-by-day pursuit of school tasks.[23] Some aspects of the textbook question have been discussed under the head of supplementary reading.[24] While, depending on circumstances, so-called supplementary texts may or may not be accepted as library materials, the bona-fide free textbook collection is never properly a part of the library. Under our definition there are cases where a textbook is not a textbook — that is, when, although it is a manual designed for the daily use of pupils in some school somewhere, it is *not* prescribed by the course of study in our particular school. In this case it may occasionally be added to the reference collection or the factual library and no questions asked.

3. The teachers' library. The objectives of the school library with reference to teachers are stated in Chapter I: to enrich the school curriculum by providing library service for pupils and teachers, and to acquire and organize library materials for school service.

The books and periodicals and pictures and visual aids with which we have been dealing are all tools for the enrichment of classroom work. But some teachers feel keenly that the school library should also furnish them the tools for professional improvement. Here we are on debatable ground, and ground which is particularly perplexing to the inexperienced librarian not equipped to distinguish between books of value to the teacher *because adapted*

[23] This is not the exact definition given in any of the standard dictionaries, but it probably represents the public school idea of a textbook, which is that of a *manual*, and a manual, according to Funk and Wagnalls *Standard dictionary* is "a compact volume; handbook; a compendium containing the essentials of a subject; an elementary textbook; primer."

[24] See p. 172-75.

to pupil use and titles of value to the teacher alone. From the point of view of discriminating selection, of breadth and size of the collection, and in fact, from practically every point of view, it is better to have a central teachers' library [25] — known variously as the education library, the superintendent's library, or the education division or branch — which covers the needs of the entire county or city or township, than to try to build up in each school an adequate professional library. It is quite possible for the school to borrow from the central collection such volumes as are in temporary demand or to act as a deposit station.[26] Beyond this the school library should ordinarily not go except perhaps to furnish a few educational periodicals; to collect and make available for use educational bulletins and pamphlets obtainable at no expense; and to care for and distribute periodicals and books purchased out of special funds or donated by the principal, the teachers, or an extra-library agency. The emphasis is on service. In this the school library is never penurious towards its teachers. In material aid it often has a right to be, for that is not its primary function.

Two or three service plans are outlined herewith. All are outside of the service rendered where the school library acts to distribute materials furnished by a central agency.

a. Each faculty member contributes fifty cents or more per year to a periodical fund administered jointly by a faculty committee and the librarian, the committee selecting the titles to be subscribed for and the librarian placing the order, checking the numbers received, and providing display space and circulating machinery.

b. Each member of a group of teachers voluntarily agrees to buy a recent book which is turned over to the library for circulation to other members of the group. The book is of recent date, and it may be either educational or recreational, as the buyer or the group prefers. At the end of the school year the book is re-

[25] Witmer, E. M. Professional reading: how one city attacked the problem. Elementary School Journal 27:592-96. April, 1927.

[26] See p. 380-81.

turned to the owner unless he indicates a willingness to donate it to the library.

c. The principal from time to time buys out of his contingent fund recent educational titles of special significance to his teachers. These he turns over to the library for circulation as gifts or as temporary loans.

4. **Collections for community use.** Last among the tributary collections is the adult library housed in the school building. When a community library is thus combined with a school library, questions inevitably arise as to the content of the book collection. The foregoing discussion should have made clear what is demanded for the school. What the public should have is another matter, not the province of this book to discuss. It cannot be said too emphatically, however, that while everything in the school collection may be legitimate food for the general public, the reverse is far from true. The modern sex novel which the adult public demands is only one of many types of literature totally unsuited to the school library. Just here emerges one of the gravest problems arising out of the combination of school and public service to be discussed later on.[27]

Miscellaneous Reading Materials and Visual Aids

Finding Lists

Pamphlets

The Booklist. A.L.A. (A list of pamphlets and free material appears bi-monthly)

Booth, M. J. Material on geography which may be obtained free or at small cost. 4th ed., rev. The compiler, Eastern Illinois State Teachers College, Charleston, Illinois, c1927.

Herron, Miriam. A next-to-nothing library of modern authors. Wilson Bulletin 3:182-84. February, 1928.

Mehus, O. M. Educational pamphlets. Wilson Bulletin 3:203-05. March, 1928.

Standard catalog for high school libraries, Pt. I. Wilson, 1928. (also latest supplement)

[27] The public library branch in the school building, p. 403-07.

Woodring, M. N., and Benson, R. T. Enriched teaching of English in the high school. Teachers College, Columbia University, c1927. (Enriched teaching ser. no. 1) The first of a series planned to cover a variety of subjects. Watch for later issues.

Government Publications

The Booklist. A.L.A. (Consult the list of government documents useful to libraries, appearing bi-monthly)

Standard catalog for high school libraries, Pt. I. Wilson, 1928.

U. S. Agriculture Department. (Postcard list mailed monthly on request)

U. S. Education Bureau. Publications . . . of special interest to high school teachers. (Published at intervals and obtainable on request)

U. S. Documents Superintendent. Weekly list of selected United States government publications. (Free on request)

Prints

American Federation of Arts. Casts and color prints recommended for schools.

For librarians who are asked to help in the selection of wall decoration.

Columbia University Teachers college service bureau for classical teachers. Pictures for the classical teacher. (Bulletin 2) Teachers College, Columbia University.

Dana, J. C. The picture collection; rev. by Marcelle Frebault. 3rd ed. (Modern American library economy) Wilson, 1928.

Drury, F. K. W. Book selection and acquisition. A.L.A. (In preparation).

Ganser, H. A. Sources for the school picture collection. Educational Screen 5:269-70. May, 1926.

Note: The sources mentioned are of little or no cost.

Glick, Annette. Making history real. Historical Outlook 18:29-37. January, 1927.

Hilson, J. A., and Wheeling, K. E. Illustrative material for high school literature. Wilson, 1923.

Knox, R. B. School pictures. In her School activities and equipment. Houghton, c1927. p. 229-40. (Especially useful in the elementary school)

Standard catalog for high school libraries, Pt. I. Wilson, 1927. p. 102-05.

Woodring, M. N., and Benson, R. T. Enriched teaching of English. Teachers College, Columbia University, c1927. p. 69-83. (Enriched teaching ser. no. 1) Later issues of same series planned to cover other subjects.

Slides and Films

Booth, M. J. Material on geography which may be obtained free or at small cost. 4th ed., rev. The compiler, Eastern Illinois State Teachers College. Charleston, Illinois, c1927.

Glick, Annette. Making history real. Historical Outlook 18:29-37. January, 1927.

Hollis, A. P. Motion pictures for instruction. Century, c1926.

U. S. Education Bureau. Government publications useful to teachers. 1924. (Bulletin, 1924, no. 23)
Contains valuable information about slides and films obtainable from government bureaus.

University Prints catalog. Malden, Mass. Latest ed.
Slides of any prints shown are obtainable.

Woodring, M. N., and Benson, R. T. Enriched teaching of English. Teachers College, Columbia University, c1927. p. 42-48, 55-66. (Enriched teaching ser. no. 1) See note above.

Suitable lists of slides and films may also be obtained from the following sources:

Educational Screen. "1000 and one"; the blue book of non-theatrical films. (Revised frequently. Get latest edition)

National Child Welfare Association. Guide to study sources and materials of educational moving pictures. (Pamphlet no. 1)

National Committtee for Better Films. Catalog.

Questions and Projects

1. Study articles referred to in Chapter IV on Reading which have to do with pupils' home resources in the way of periodicals. In the light of this study compile a list of twelve periodicals recommended for (a) a small senior high school, (b) a small junior high school.
2. Look over the last four issues of the *Weekly list of selected United Sates government publications* and indicate the titles you would wish to secure for a high school library. Do you find any suited to junior high school use? To the elementary school (up to 7th grade)?

3. In organizing a school library the new librarian finds that the limited sum budgeted for periodicals is too largely spent for educational publications and others used as classroom laboratory material. Work out a program to meet the situation and write a letter to the principal explaining what should be done and why.
4. How would you meet the objection that newspapers and college annuals should not be available in the library because pupils waste time on them?
5. If *Farmer's bulletins* and U. S. Education Bureau *Bulletins* are available through the public library, is it worth while for the high school library to keep a complete file? Selected titles? Any at all? Why?
6. What visual aids should be kept in the elementary school library? The junior high school library? The senior high school library? How would your answers be modified by the presence or absence of conference rooms, a lantern room, plenty of clerical help, a central department from which visual aids are procurable on request?

Chapter IX

Housing and Equipping the School Library

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I. A Principal's Idea of the Library

"Better than I can ever know, you know the things which are required to make a library. Books, shelves, tables, chairs,

charging desk, magazines, papers, pamphlets and clipping files, display cases, pictures, posters, maps, globes, plaster casts, ferns, flowers, ship models, an aquarium, a canary — would you allow a canary in your library? — and last of all, boys and girls, teachers, and the librarian — all of these comfortably arranged in a large room, well-lighted, centrally located, make the library. But the complete library is achieved only when the room has acquired the friendly atmosphere and mellow character which beckon to the passing student or tug at the coat tails of the boy who must be away to his next class. The library must become the living-room, the hearthside, of the school. If the school has a soul, it will abide in the library." [1]

II. The School Librarian as a Draftsman

1. Paucity of school library plans. Knowledge of how to plan and equip the library is indispensable to the school librarian for reasons not far to seek. The first is that the school librarian is often isolated, working without immediate professional aid or supervision. Second, library planning has not, except in rare cases, been carefully studied by school architects and administrators, as an examination of the most recent books clearly shows. In nine cases out of ten, if the school librarian does not know how to plan effectively, the room or the suite emerges from the builder's hands an inconvenient and unsatisfactory working unit impossible of alteration. It is unfortunately true that this may also happen through no fault in the school librarian's training. The profession is a new one and the school administrator does not know what to expect either from the librarian or the library. Obviously, the librarian must be a good advertiser and boldly display her plans even before they are requested. Diffidence is not indicated!

2. Simple methods for the amateur. The drawings used by architects and builders are known as "blue-prints." Floor plans and elevations thus drawn to scale are easily read, even by an amateur, but are not so easily made. Fortunately for the librarian,

[1] Duff, J. C. The librarian and the junior high school. Library Journal 53:402. May 1, 1928.

a less complicated drawing will serve to convey her ideas to the architect, who can work them over for details after the general outlines have been decided upon. The chief essential for this simple plan is that it be drawn to scale, and this can easily be managed by making use of cross-sectioned paper such as is available through the school supply office. Allowing each square on the paper to stand for a satisfactory unit of area ($\frac{1}{4}$ inch = 1 foot) it is possible with little effort to outline a room accurately. Bits of the paper cut to represent the floor space occupied by tables, files, and other equipment may be used experimentally in determining the layout. The outlines having thus been established, it is easy to ink them in, leaving open spaces for entrances and exits. Dimensions should be plainly given, the scale stated, and windows, radiators, and articles of furniture indicated by name or letter. Such a plan, carefully thought out, accurately executed, and *presented in advance* of the making of detailed drawings by the architect will go a long way toward securing correct treatment of the library room. Accurate drawings and specifications for special equipment built locally are equally necessary. The librarian who finds an article of furniture bungled has no redress if drawings or specifications were inaccurate or obscure; and the school librarian has rather less excuse for such deficiencies than others, for she may secure the assistance of mechanics arts teachers and pupils for the asking, both being able and usually willing to make better scale drawings than the librarian herself.

III. Objectives

Inasmuch as the library is an integral part of school life and activity, it is planned and equipped with the same attention to the educational ideal as is the gymnasium, the domestic science kitchen, or any other school department. The objectives in planning are thus:

To plan new rooms and equipment suited to the uses of the library in the school.

To recondition school rooms for the same purpose.

It may be questioned why a third aim is not included; that is, to plan rooms and equipment suited to the combined use of the adult community and the school. The answer is that such planning is a variation of the first two aims. The considerations incident to preserving the educational ideal under such circumstances will be considered later on.[2]

What is meant by housing and equipment suited to the uses of the library in the school? Just this: the school takes careful account of all the well-considered plans and standard equipment wrought out by the public library, and more especially the children's department in its years of experimentation, adopting them bodily if qualified to meet school conditions, or adapting as seems necessary.[3] To anyone at all familiar with the principles of excellent library planning, this statement pretty well sets up the problem. The same ideals of beauty, of fitness, of economy, of good line, of durability, and above all, of "atmosphere," that distinguish the well-ordered children's or young folk's room characterize the library in the school. The best background for the school architect, the school administrator, and the school librarian — all three — is painstaking examination of approved library equipment and discriminating study of the available published information. *Essentials in library planning*[4] is recommended for first reading.

IV Planning the New Library[5]

That school librarian is fortunate who enters the library planning project at the point where the school has been allowed a certain number of square feet of space for a library and before the

[2] See p. 304-07.

[3] Power, E. L. Library service for children. A.L.A., Chap. VII (In preparation).

[4] Tilton, E. L., Bostwick, A. E., and Ranck, S. L. Essentials in library planning. Architectural Forum. December, 1927. Reprinted by the American Library Association, 1928.

[5] The author is indebted to draftsmen of the Library Bureau Division, Remington-Rand Business Service, for the execution of the drawings included in this chapter.

architect has drawn up a blue-print fixing the location of entrances, steam fittings, and windows. Almost unbelievably fortunate is the one who is asked, and very properly so, to submit sketches and estimates for the library in advance of the general building plan. For purposes of discussion we shall assume that the latter is the case. After the ideal set-ups thus made possible have been worked out, attention can be turned to architectural limitations, and to adjustments enjoined by the architect.

1. **Location.** These are for prime consideration: exposure, accessibility, relation to correlated school suites or offices, and possibility of growth. In case of conflicting considerations, nothing but good judgment can decide — or a toss-up.

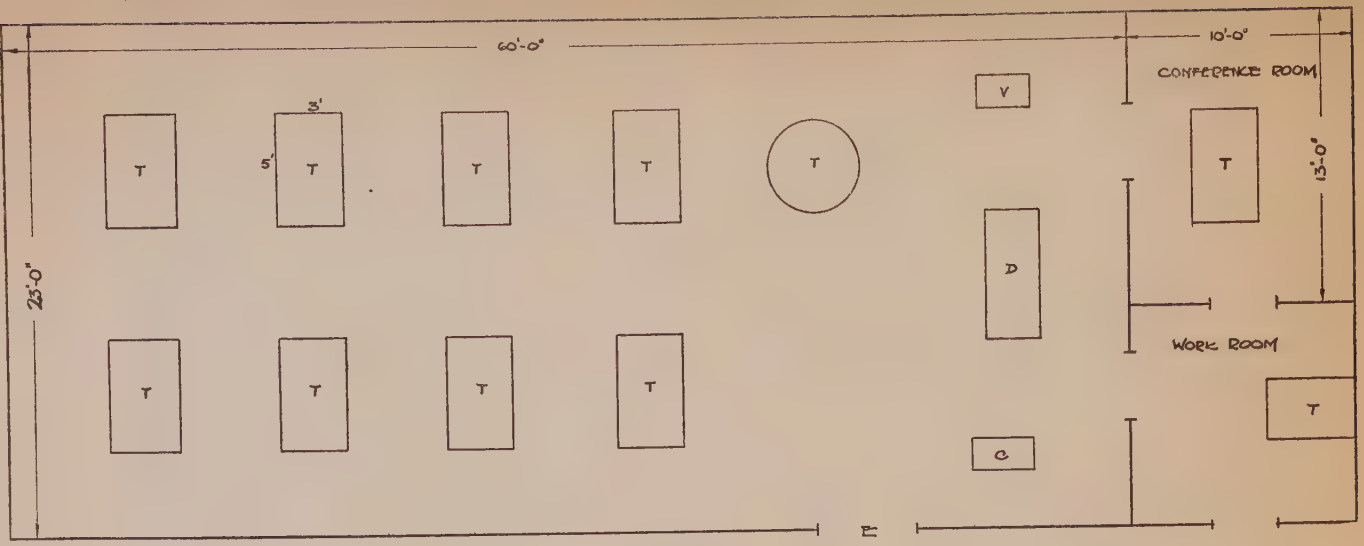
The school library should have the best of natural light. The direction from which this should come is largely to be decided on the basis of climate. A south exposure entailing the constant necessity for adjusting shades is not considered desirable by most western librarians, while on the other hand, a south breeze in summer and abundant sunshine in winter may be assets of inestimable value in a colder clime.

It has been rather commonly accepted that the ideal location is on the second floor except when the adult public is to be served. But the second floor rule depends on the number of building stories, and should generally give way in favor of a location offering correlation with study halls, near to or adjoining which the high school library should be located. Aloofness from noise and confusion is desirable; and yet the centering of the school library architecturally is suggested by its use as a center of activity. Accordingly, it will never climb very high in the building, occupy a remote wing, or hide at the end of a narrow corridor. Also, it will never be located between stairways or walls honey-combed with plumbing or heating fixtures. It will invariably adjoin rooms into which it may expand. The location of the library in any particular school is a nice study to be approached from the point of view of educational use and efficiency as well as from the standpoint of architectural convenience.

2. **Entrances and exits.** The small, one-room library should have a single doorway leading into a hall or corridor. Furniture can be arranged to better advantage if this doorway is near the end of the room. (See Plate I). The large library as well as the small one eschews as far as possible additional entrances and exits for the simple reason that they increase the difficulty of supervision. It is ordinarily expected that pupils coming to the library will remain for a full period and that they will have recorded any book withdrawn. The presence of several exits offers too tempting an opportunity to "cut" or to slip out with unrecorded books. The exception is when the library adjoins the study hall. In that case there should be, in addition to a hall doorway, direct communication with the study hall, preferably through swinging doors. Swinging double doors are admirable in any spot where traffic is heavy. An effort should be made to see that they are so located as to interrupt as little as possible the activities carried on in the room. Fire regulations demand that doors swing out. It may be left to the librarian to see that proper stops and catches are installed and that special locks are provided which cannot be manipulated by the ordinary pass key.

3. **Number and kind of rooms.** It is impossible to lay down any law for the number and kind of rooms advisable except this: every school library occupying separate quarters should have a reading room and a librarian's work room or work closet. Beyond this everything depends on size and type of school and school organization. A reading alcove, if not a separate room, is acceptable for the use of the very little children in the elementary school.[6] Conference rooms for pupils and one for teachers, a lecture and lantern room, a storage room, a library classroom, are desirable additions to the junior or senior high school. When the school is small, good judgment will suggest mergers such as a combined work and conference room, or a lecture room available for confer-

[6] A number of elementary schools in Detroit exemplify this arrangement.



THIS LIBRARY HAS A FLOOR SPACE EQUIVALENT TO TWO TYPICAL SCHOOLROOM UNITS. AS LAID OUT, AISLE SPACES AND CONFERENCE ROOM ARE NOT OF STANDARD DIMENSIONS, BUT ARE SUGGESTIVE OF THE ADAPTATION OF LIBRARY PLANNING TO SCHOOLHOUSE CONDITIONS. T = TABLES V = VERTICAL FILE D = DESK C = CATALOG CASE.

PLATE I

ence. In a very small high school the library may be combined with the study hall.[7] A separate enclosed stack room is neither necessary nor desirable unless the library takes care of large numbers of duplicate supplementary texts. It is far better to place books on open wall shelving and, if necessary, in floor stacks in the reading room.[8]

4. **Dimensions, seating capacity, and area.** Formulas for the reading room[9] are:

Floor space — 25 square feet per reader.[10]
Seating capacity —

	Enrollment	Library Reading Room
4-year junior or senior high school	250 or under	35 (size of maximum class)
" " " " "	250-499	50 minimum
" " " " "	500, up	10% of enrollment[11]
Elementary school (single platoon)		40
" " (double platoon)		80
Elementary school (undepartmentalized)		40 (For the large school, multiply this by the number of classes which must occupy the room at any one period)

These are approximate estimates based on figures most frequent-

[7] See discussion, p. 337-39.

[8] A stack room open to pupils is shown in illustration opposite p. 231. It is fitted with settees and individual reading tables, and is a constant invitation to browsing.

[9] These figures do not contemplate the use of the library as a study hall.

[10] This covers area occupied by furniture such as the librarian's desk, files, and exhibit cases, so that actually the space per reader is considerably less than 25 square feet.

[11] The author sees no logical reason for decreasing the percentage for enrollments above 500 as is suggested in the N.E.A. Schoolhouse Committee report listed below. The proportionate use of the library certainly does not decrease with the size of the school!

ly given. There are of course divergent opinions.[12] Estimates coming from school sources are sometimes below those made by librarians. It seems logical to assume that school authorities know better what they need than do librarians. In opposition, attention may be called to the limited school library experience of the average school official, the tendency to regard the library as an extravagant extracurricular appendage, and a proclivity for measuring by crowded schoolroom standards. It should be kept in mind that the formulas given above are more or less a "counsel of perfection." Adaptation to meet crowded conditions in old buildings is another matter. So also is the problem of the one-room rural school discussed in Section X of this chapter.

The elementary school (platoon type) appears to be the only unit concerning the seating capacity of which it is possible to be didactic. That is because of its organization. In the platoon school each special activity, and library attendance is an activity, must be planned to accommodate an entire platoon — that is, the group of pupils who pass from one activity to another as a unit. The maximum platoon is composed of 40 pupils. It must be possible then to accommodate 40 readers in the library. If the platoons all ran to 40 this would not be sufficient, for there are always extras — teachers, children excused from other activities or sent in for individual work. But the average platoon is under 40, and an alcove may take care of some extras, so that it is safe to leave the figure at 40. The estimate is doubled for a double-platoon school.[13]

In non-platoon organizations the problem is not so simple. Here

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[12] American Library Association. Planning the school library. Rev. ed. A.L.A., 1927.

National Education Association Committee on Schoolhouse Planning. Report, 1925. N.E.A., c1925. (A part of this report is given in Library Journal 50:454-55. May 15, 1925.)

The North Central Association estimates that the library should have as much space as any department serving not less than 50 per cent of the school. North Central Association of Colleges and Secondary Schools. High school library study, 1928. North Central Association Quarterly 3:246-51. September, 1928.

[13] National Education Association Committee on Schoolhouse Planning; Frank Irving Cooper, chairman. Report, 1925. N.E.A., c1925. Chap. II.

the class is apt to be the unit of attendance, with again a variable group of extras. Since classes are approximately the same size as platoons, it may be possible to estimate as before. That will depend on how fully pupil time is scheduled and how many periods per week it is thought desirable to have pupils spend in the library in class units. The usual estimate for this under both platoon and non-platoon organizations is once per week for grades one to three, and twice per week for more advanced grades.[14]

Estimates for the high school, both junior and senior, are complicated by school organization.[15] In a little book issued by the faculty of the South Philadelphia High School for Girls [16] there is a chart showing how, with the introduction of the Dalton plan, the number of readers increased in one year from 37,485 to 104,510. Individualized work always auguments library attendance; supervised study reduces it. The only reasonable procedure is to make a generous estimate, seldom less than 10 per cent of the enrollment, and then build with an eye to growth, taking particular care to avoid placement between immovable supporting walls or other structural arrangements preventing expansion. It should be clearly understood that none of the estimates for the high school on which this discussion is based contemplate the use of the library reading room as a study hall. It is assumed that study rooms outside the library are available. If they are not, estimates must be increased.

A conference room should be large enough to allow for wall shelving and still house comfortably a 3′ x 5′ table and four to six chairs.[17] The partition between it and the reading room should be of glass to allow for complete supervision from the librarian's desk.

[14] See p. 328-40.

[15] An estimate based on organization is made by Hannah Logasa in her The high school library. Appleton, c1928. p. 34.

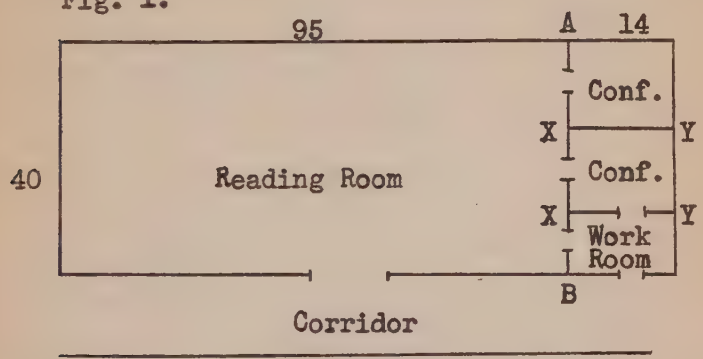
[16] South Philadelphia High School for Girls Faculty. The library and the Dalton plan. Macmillan, c1926. p. 148.

[17] The 8′x12′ conference room recommended in the N.E.A. report previously referred to allows insufficient room for moving about if 3′x5′ tables are installed.

This partition can be seen in illustration facing page 230. The location will take account of the same thing. Conference rooms are sometimes separated from the reading room by partitions that fall short of the ceiling, stopping perhaps at the same height as shelving. The reasons advanced for such an arrangement are better light and ventilation and better supervision in that too much noise is easily detected. The ordinary talking voice does not carry out into the main room.

The *librarian's work room* must not be overlooked. It need not be spacious if provided with plenty of storage facilities such as cupboards and shelving. One hundred and twenty square feet of floor space will ordinarily be ample. A convenient scheme is to cut off by a glass partition about 14 feet from the end of

Fig. 1.

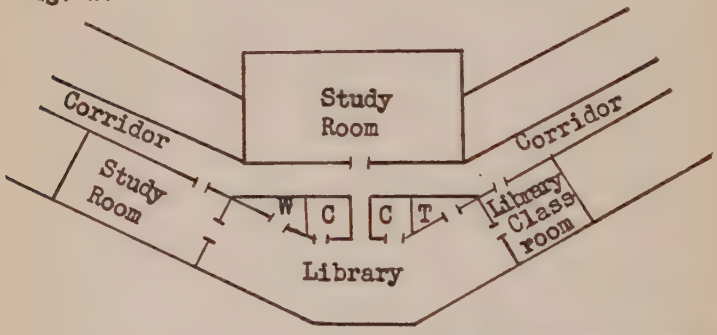


the space allotted to the library, dividing it between the work room and conference rooms as in the accompanying plan. The work room should open into the corridor, allowing convenient delivery of books and supplies. Conference rooms should open into the library. (A-B is a glass partition. X-Y may be of glass if needed for light.)

School buildings as usually designed allot to the library a rectangular space much longer than wide. Greater width would frequently be desirable were it not for lighting, but that is con-

ditioned by schoolhouse design which provides windows on one long side only and fixes the width of the room at twice the distance from floor to window tops.[18] The writer has noted recently a few variations from the rectangular form. An interesting one is the butterfly type (Fig. 2), well known to public libraries, sometimes made possible in the school by the development of the whole building on a triangular plan.[19] Closely related to this would be corner space in the usual rectangular building.

Fig. 2.



C. Conference room
W. Work room
T. Teacher's room

Another variation from the standard type is an irregular room made possible by an offset in the lengthwise wall (Fig. 3).

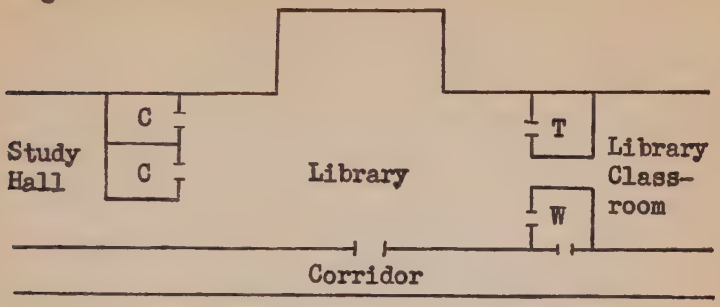
One wonders why school architects have not more often experimented with layouts like these which combine exceptional lighting, opportunities for expansion, and easy supervision, the last of which is always a prime requisite.

5. **Walls.** Long before the architect's drawings have assumed final form, the librarian will wish to check up on provision of space for wall shelving. Many an otherwise acceptable room has

[18] Dresslar, F. B. American school buildings. In U. S. Education Bureau Bulletin, 1924, no. 17.

[19] The Bulkeley high school. American Educational Digest 47:61-63.

Fig. 3.



C. Conference room
T. Teacher's room
W. Work room

been ruined in advance by radiators, ventilators, telephone outlets, and numerous low windows. Wainscoting and baseboards installed in advance of shelving are other dismaying problems. To avoid such catastrophes, specifications should be drawn up very early containing provisions like the following:

"All possible surface downward from a point [20] — —— feet above the floor shall be utilized for shelving. Radiators shall be located beneath windows. If thermostats and electric switches must be located on the wall they shall be placed as near as possible to the door or window trim so as not to break up the wall space available for shelving. If it is necessary for vertical pipes to pass through the rooms they shall be located in the corners where the . . . wall book-shelving allows space for them. Chair rails, wainscoting, and baseboards shall be omitted, allowing the shelving to be placed securely against the wall. Plastering shall extend to the floor, the space between the ends of book shelving and the door trim being fitted with baseboards after the shelving is in place. Plastering to the height of the shelving shall be smooth to avoid rough contact with books." [21]

[20] Insert height of shelving here.

[21] Adapted from the following: National Education Association and American Library Association. Joint Committee on Elementary School Library Standards; C. C. Certain, chairman. Elementary school library

Wall finish and decoration depend on climate, exposure, and woodwork, but dark colors should be avoided. Favorite colors are cream or ivory white for ceilings and lichen gray or light buff for upper walls.

6. **Built-in features.** Equipment for the library is of two sorts: built-in and movable. For convenience, *specifications* for equipment which may be supplied in either way will be discussed later under the heading of Equipment. (See p. 234-52.)

Shelving. First among such items is shelving. Built-in shelving is said to have these advantages: it is cheaper than the movable, sectional type; it may be built by local contractors; treatment as a part of the general architectural problem tends to add beauty. Disadvantages are: an immovability tending to interfere with expansion or changes made advisable by altered school demands; unsatisfactory workmanship due to the local builder's ignorance of or prejudice against movable shelves, plain cornices, and other library requirements, and to his tendency to use cheap materials.

Much depends on the school architect. If he is familiar with library needs, willing to consider the advice of library experts, and ready to draw up and insist upon the proper specifications, there is no reason, aside from the very possible necessity of expansion, why built-in shelving, and other features also, may not be satisfactorily constructed. If, however, the work must be planned or executed by unsupervised builders and carpenters over whom the librarian has no authority, it is safer to buy movable shelving from a reputable library supply firm.

Bulletin boards. These are often fitted into small wall spaces between windows or bookcases, the upper and lower moldings carrying on the general architectural lines of the room. Sometimes they are made to cover the upper shelves in portions of the room used by little children, being hinged at the top to allow use of the space behind for storage. (See Plate II, fig. 1, a) Since their use-

standards. A.L.A., 1925; and Los Angeles City School Librarian's Association. Building suggestions for junior and senior high school libraries. n.p. n.d.

fulness very generally depends on placement near eye level, care should always be taken to set them fairly low. Strips of linoleum inserted in bits of unused wall space or hung in frames at the ends of shelves provide excellent opportunity for posting reference lists near the books referred to. Posters for special days and school occasions so made that lists may be temporarily attached or changed are useful in the same way.

Magazine and newspaper racks. Frequently, a satisfactory arrangement is to omit sections of shelving and build in magazine and newspaper racks after standard designs. (See Plate II, fig. 1, b, and Plate III, fig. 5) The arguments pro and con for built-in racks are the same as for shelving.

Vertical files. A number of school libraries are experimenting with vertical files set into the wall. The usual method is to place them in a deep or hollow wall, a part of which is used to house plumbing or heating apparatus. The files themselves are obtained from firms expert in their manufacture and are fitted with roller bearings, rods, etc. The saving is in floor space, base, and external covering. The objections, and they are serious, are impossibility of expansion, and immovability. Perhaps it will be necessary to rearrange the library entirely two years from now, leaving the files in a totally inaccessible spot!

Enclosed storage space. On the whole, it would be better to use the space devoted to built-in files for enclosed storage, of which there is seldom enough. Just as home housekeeping is facilitated by the provision of plenty of closets and cupboards, so library housekeeping is facilitated and floor space conserved by the generous provision of enclosed storage. It is useful for unbound magazines, for mending materials and printed forms, for supplies, for old books awaiting binding and new ones in course of preparation for the shelves, for posters, and for all the odds and ends of school library paraphernalia for which there is never enough cupboard space. A few square feet may be made into a locker for the librarian. Another compartment may hide a washbowl.

Fig 1

Fig 2

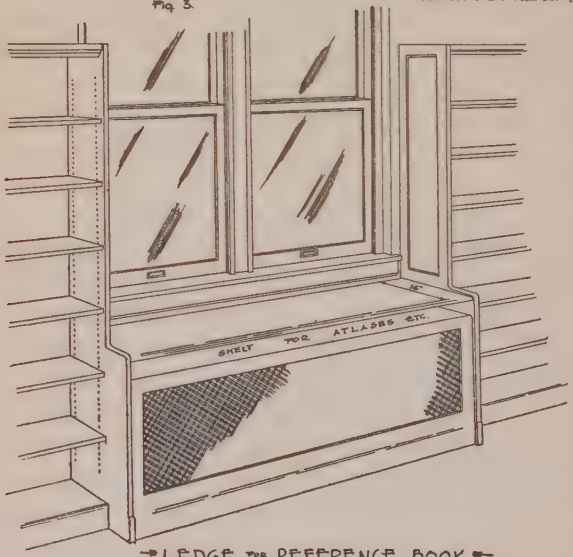
UNIT WOOD SHELVING

a. Bulletin Board May Be Hinged To Allow Storage Space Behind.
b. Shelves Tilted To Form Magazine Rack.
c. Note Adjustable Shelving.

SUPPLY CUPBOARD

Note Top Shelf Full Depth, Others Shallow.

Fig 3.



LEDGE FOR REFERENCE BOOK

Asbestos Must Be Used Around Radiator.

Plate II

Ordinarily, cupboard space will be located chiefly in the work room. But opportunities for its installation in the reading room in odd corners, under window ledges, and behind panels should never be overlooked. An ingenious device is a door with a rack for posters attached to the inside, the whole swinging into a cupboard, the shelves of which are narrowed to receive the rack. (See Plate II, fig. 2)

Ledges and counters. Eight inch ledges for the display of books should be placed under bulletin boards wherever possible. Since school libraries are wont to run to capacity with no vacant tables on which books may be consulted temporarily, it is wise to provide plenty of counters or window ledges for this purpose. An attractive built-in fixture of this kind is shown in Plate II, fig. 3. For the same reason, shelving built with a ledge has its advantages.[22] Have you ever pulled a big book from the school library shelves and then looked vainly for a space on which to rest it while making a note? If shelving is built with a ledge, the ledge may well be carried around the room under windows and over radiators. A depth of sixteen inches is suggested for this ledge both under windows and in connection with wall shelving. Under low windows (of which it is best not to have many) the line of the ledge may be broken to form seats.

Telephone. Telephone connections with other departments of the school are exceedingly desirable, and an outside line saves time. A receiver with muffled bell should be located at the circulation desk with switches connecting with the work room or librarian's office.

7. **Woodwork.** Hard woods are more desirable than soft for interior finish, but certain woods like the western fir stained in natural colors or attractively painted with washable paint are acceptable and often less expensive.[23] The writer remembers a delightful elementary library done in tones of warm French gray

[22] See also p. 237.

[23] Madison, Elizabeth. Northern California school libraries. In School library yearbook no. 2. A.L.A., 1928. p. 38.

with bright trimmings of green on shelf edges. This was frankly a makeshift arrangement in an old building, but it left nothing to be desired from the point of view of attractiveness and economy. The only questions are those of durability and dirt.

When hard wood is used, care should be exercised to provide a finish that is easily matched in standard finishes for tables, chairs, and other equipment. It is always possible to have these done to order, but it is expensive, and peculiar tones such as truly delightful rubbed-in shades of rose-grey or grey-green are exceedingly hard to match. Once more it is essential to consider that the library is seldom static, and that as a developing school laboratory it will from time to time have occasion to add new equipment.

It is customary to avoid dark finishes in school libraries. This is because scratches and dust show up more annoyingly on a dark surface. But in a number of recent attractive installations dark colors have been employed in the interest of color harmonies impossible to achieve with the conventional light oak. Whatever the color chosen, a dull rubbed finish is most desirable since it does away with glare.

8. **Floor.** The freedom of movement essential to satisfactory library work plus the necessity for quiet, points clearly to a noiseless floor covering, for the reading room at least. "There are several kinds: rubber tile, cork tile, battleship linoleum, and linotile. The points to be considered are daily care required, ease with which repairs can be made, durability, service, and cost. Battleship linoleum is commonly used. Linotile is much preferred by some libraries. The latter is a fine grade of battleship linoleum made in smaller sheets or tiles in different colors. Any small irregularities in the floor are obscured by its pattern and its sections can be taken up separately for repairs. The success of all linoleum floor covering lies in having the right foundation beneath it, and in its care. It should be laid on a moisture-proof, cement flooring and its surface should be kept waxed, or varnished. . . . Cork tile is soft to the feet but may grow pitted with use. Because of its

resilience, rubber tile is probably the best floor covering made but for most libraries it is costly to the point of luxury." [24]

Whatever the material, the color should harmonize with the finish of the room and the furniture.

9. Heating, ventilating, lighting, and plumbing. The technical problems involved in heating, ventilating, lighting, and plumbing have been worked out by engineers and architects; with them the school librarian is not ordinarily concerned. But in the location and installation of the fixtures chosen she has a vital concern, and here, as was suggested in our discussion of walls, eternal vigilance is the price of satisfaction.

Heat is injurious to books and for that reason it is necessary to proceed cautiously in locating shelving above radiators or near steam pipes. If such arrangements are made, asbestos protection should be provided. If most of the heating apparatus is properly placed under windows, between floors, or in corners, or occupies, along with the openings from ventilating shafts, a position above the shelving, there is little difficulty.

Lighting. Given the necessity of providing daylight through glazed surfaces 20-25 per cent of the floor space in area, and of artificial light according to accepted standards of illumination, there yet remains the question of correct location for windows and lamps.

Windows should allow the maximum wall space for shelving while providing excellent lighting effects. For this reason high windows are desirable. They should be so placed as to allow space in the clear for shelving of standard height.[25] A few low windows may be installed to add charm and to avoid a shut-in effect. In general, all windows should extend to the ceiling. Blinds or shades naturally follow the specifications for similar fixtures elsewhere in the building. A satisfactory method for installing shades is illustrated in Plate III, fig. 7. Window drapes are not practicable.

[24] Power, E. L. Library service for children. A.L.A., Chap. VII (In preparation).

[25] Standard heights for shelving are given on p. 236.

They are unsanitary, and cleaning is expensive. French doors as windows are unsatisfactory though artistic. They take up shelving space, are drafty, and are difficult to open for ventilation.

Artificial lighting should be from above and from fixtures of indirect or semi-direct type. Table lights are both unnecessary and undesirable.

Plumbing. Like ventilating and heating, plumbing should be planned to interfere as little as possible with shelving. It is essential to have running water in the work room, for the librarian deals much with paste; books are frequently dirty, and so are hands. A basin will do; but a small sink and drain-board are better. A mirror above adds to the librarian's equanimity.

10. Floor plans, pictures, and specifications. It is worth the librarian's while to know how to draw up specifications in brief, understandable form. An execellent example is furnished in *Elementary school library standards.*[26] Pictures and floor plans should be collected by the librarian before going into conference with the architect. Sources are catalogs and photographs furnished by library furniture and supply houses[27]; school library scrapbooks; plans and pictures obtainable from local public libraries, state library agencies, and the American Library Association; and illustrated articles in school and library journals, more especially the latter.

V. The Branch Library in the School Building

For the sake of clarity it has seemed wise to consider the school library as an independent unit. But sometimes the school is served through a branch of the public library located in the school house. Or the school may be a community center, service to the public

[26] National Education Association and American Library Association. Joint Committee on Elementary School Library Standards; C. C. Certain chairman. Elementary school library standards. A.L.A., 1925. p. 13-16.

[27] Among these are: The Library Bureau Division, Remington-Rand Business Service, Chicago, Boston, New York; Leonard Peterson and Co., Chicago; Yawman-Erbe, Rochester, N. Y.; Gaylord Bros., Syracuse, N. Y., and Stockton, Calif.

A Well Equipped Room

A High School Library Scene

(Note a second large reading room opening from the far corner, and the open stack room where pupils browse at will.)

being given by the library as well as by other departments. The administrative phases of such combinations have been kept for later consideration.[28] But a treatise on planning would scarcely be complete without reference to them.

The problem is one of adjustment. Given the equipment essential for the school as here set up, and the equipment essential for service to the outside adult public as set up by public library practice, what arrangements can be made to house these very different services with the minimum of interference?

The assumption is often made that the services are identical, or nearly so, and that therefore equipment may be identical. This is a mistake. Take just one item — service through books. The adult public requires much fiction of a sort not suited to young readers. One of the prime objectives of school library service being reading guidance, the presence of these adult books is a handicap, to overcome which some plan of separation must be developed. Effie L. Power has indicated a simple device that sometimes works[29]; namely, a series of cork bulletin boards equipped for suspension over the high upper shelves where adult fiction is kept. Another method is to place adult books in separate stacks or to shelve them in a part of the room not open to pupils.

Other difficulties come to mind; among them, seating arrangements which give pupils the freedom they require without interrupting the quiet reading of adults. The school librarian should know what the problems are. Apparently what is most needed is some method of segregation. One wonders why more branch libraries in school buildings have not been arranged like the small public library with its customary division into juvenile and adult departments accomplished by the use of glass partitions, floor shelving, or solid walls. It is of interest that at least one city has laid out a program whereby new school buildings will be provided with two separate library suites; one on the first floor with an outside

[28] See p. 403-07.

[29] Power, E. L. Library service for children. A.L.A., Chap. VII (In preparation).

entrance to be used by the community at large; one on the second floor for school purposes. Perhaps this is carrying the idea of segregation too far, but the thought back of it is correct.

In all cases the entrance for the general public should be through a separate door opening upon the street. This fixes the location of the library upon the first floor.

VI. Remodeling School Rooms for Library Purposes

So far attention has been devoted to planning the new library. But the real poser is to recondition an old room or suite of rooms for library purposes. Teachers and librarians have been clever at this. The attractive, painted woodwork in a makeshift elementary library has already been mentioned. Ends of halls, the space on or under the auditorium stage, and, most frequently of all, classrooms have been successfully converted into usable and even attractive libraries. One school, having absolutely no reading-room space, owing to a fire, installed book shelves in the hallway, provided the librarian with a capacious book truck made over from a cafeteria dish-wagon, and instituted library hours in classrooms with the librarian and her truck on hand like the peripatetic librarian in a hospital. The school librarian is never supercilious concerning makeshifts. Out of them finally grow enlarged service, sometimes the finer because it had its roots in necessitous circumstances.

Practical problems. Remodeling is a costly process. Blackboard removal is tedious and expensive; doorways are in the wrong places; linoleum is an extravagance on an old floor; vents are wrongly placed. Altogether, it is far better to build new quarters. But, since that is not always possible, it will not be amiss to take up points for consideration if and when school quarters are to be refurnished for library purposes.

The first thing to consider is whether quarters are to be temporary or permanent. If the former, it is obviously wise to spend as little money as possible on built-in features, and to purchase in-

stead standard sectional shelving and files which may be used later in a new location. Chairs and tables may be makeshift or standard, according to what is immediately available. If there are in the building comfortable chairs and usable tables which a fresh coat of paint or varnish will put in condition, it is probably better to use them. If the reconditioned room is to house the library permanently, specifications already given for the wholly new library should be followed as far as possible. Experience has shown, however, that it is often best to leave blackboards and to paint or cover them with burlap, after removing the projecting chalk rails. Another method is to build shelving with full board backs against the blackboards.

Interesting substitutes for a workroom have been devised. Perhaps the best is composed of several sections of double-faced stack shelving having a solid partition through the middle and set out some ten feet from the end of the reading-room wall. The stacks may be placed end to end the width of the room, or they may be arranged to enclose two sides of a rectangle. Somewhere space is left between stacks for an entrance which is wisely barred by a light door. Conference rooms may be provided in the same way, the only difficulties being that the stacks may not shut off sounds of conversation and that supervision is impossible. The large cloak rooms with which many an old school building is provided offer another opportunity for supplementary library rooms.

The space most often assigned the library for remodeling is two school room units, each 23′ x 30′. A possible layout for such a room is indicated in Plate I, p. 217. Here the aisles must be slightly less than the standard 5 feet if 3′ x 5′ tables are used. Note particularly the location of the main entrance (E), the desk (D), catalog case (E), vertical files (V), and the conference and work rooms.

The points discussed in this section may be supplemented by reference to the general subject of Arranging the library, taken up in Section XI of this chapter.

VII. Decorating the Library

Library decoration should follow the rules of balance, color, unity, fitness, and good taste common to artistic interiors everywhere. Points for special consideration in the elementary school library are covered by Effie L. Power in her discussion of the children's library.[30] In most school libraries framed pictures, busts, and statuary are placed on or above wall shelving. This is often too high for these art objects. Pottery or other articles chosen for their decorative value might be more acceptable. One or two distinctive works of art, a few beautiful bowls and vases for flowers, a fern or a blooming plant set on the window ledge, colored maps such as Paul M. Paine's *Map of adventures* hung low, bright posters made by the pupils themselves — these rather than classic statuary and conventional framed pictures are for first emphasis in school library decoration.

Some sources for posters other than school-made ones are given herewith. They are obtainable free of charge or at small cost: (a) Foreign and domestic travel posters issued by steamboat and railway companies. Libraries have treated these with floor wax to preserve them from dust [31] and have enclosed them in simple frames made by the manual training department. (b) Book and reading posters issued by the National Association of Book Publishers. (c) Library and reading posters issued by library supply firms.

VIII. Equipment for the School Library

1. Standardization. The advantages and disadvantages of built-in equipment have been covered. The question of standardization is closely related. After long years of experimentation, libraries have come to very general agreement about certain items

[30] Power, E. L. Library service for children. A.L.A., Chap. VII (In preparation).

[31] "We first mount the picture on compo board if the picture is quite large or on cloth board if the picture is small. If the bindery mounts them on cloth board the reverse side must be back-mounted to prevent warping. The painter then puts on a thin coat of Johnson's floor wax and polishes it; after fifteen minutes or so he puts on a second coat and rubs it. At first, we used a specially prepared artists' wax but it is no better than

of equipment. The depth and length of shelves and the dimensions of catalog trays, which are made to accommodate the centimeter measurements of Library of Congress cards, are examples of standardization. Such items of equipment purchased from firms specializing in library equipment are pretty sure to be right; when purchased from general office supply houses or built by local cabinet-makers they are apt to be wrong unless the greatest care is taken with specifications, and the librarian follows up, yardstick, centimeter rule, and blue-print in hand.

It is needful to distinguish between furniture which is necessarily standard and that which is not. Shelving and catalog trays are examples of the first; tables and chairs of the second. Shelves sag if they are more than three feet long, and valuable space is lost if they are non-adjustable; but given solidity, good workmanship, and a sufficient amount of surface space per pupil, tables may be medium long or short, and topped with linoleum or hard wood according to fitness and local need. It is worth noting that the standard office width, 34 inches, is frequently cheaper than the recommended library width of 36 inches, and the difference in convenience is slight. The librarian can afford to be reasonable, insisting on standardization where it is indispensable, and protecting the school on other items by careful specifications based on the best library practice as indicated in the dimensional tables included in this chapter. Nobody wants the school library to become as frozen as the traditional school room. And yet, in examining school library blue-prints one becomes conscious of a rapidly evolving type — a stretched-out, narrow room with long rows of 3′ x 5′ tables all just alike. Is there not a real danger here? Both librarians and architects should be on the alert for merciful variations. It is amazing how much a few window seats, a big round table or several small ones, a settle or a browsing corner with a few unstandard-

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the ordinary floor wax. In waxing some types of colored pictures, the color is lifted a little on the cloth. But in no case has it hurt the picture or caused the color to run. The waxed pictures can be wiped off with a damp cloth and be kept clean. We also wax all wall maps in our map corridor." — Gratia A. Countryman, Minneapolis Public Library.

ized chairs [32] will do to break up a hateful conventionality and to establish an admirable coziness and informality.

2. **Metal equipment.** Metal equipment is sometimes urged. If of good design and well made it meets library requirements as to durability and good taste, and it is fire resisting. On the other hand it is heavy and noisy, frequently not in keeping with an atmosphere of warmth and coziness, and expensive if made to library specifications.

3. **Indispensable equipment.** Indispensable equipment for any but the smallest school library includes shelving; tables and chairs; librarian's desk (or desks) and chairs; filing cabinets, including card catalog cases and vertical files; magazine and newspaper racks; a book truck; one or more bulletin boards; a display case; a typewriter. As far as possible, dimensions and numbers estimated have been put into tabular form. Cost estimates will be found on pages 261-265.

SHELVING

Length of shelves	3 feet
Depth of shelves	
Standard	8 inches
For oversized books	10-12 inches
For periodicals	12 inches
Thickness (hard wood)	13/16-7/8 inches
Height of case	
Base	4-6 inches
Cornice	2-3 inches
Total height for	
Elementary school	5-6 feet
Junior school	5-6 feet
Senior school	6 feet 10 inches to 7 feet
Space (in the clear) between shelves	10 inches (This is an average. Adjustable feature cares for oversized books on lower shelves)

[32] See illustration opposite p. 80.

Capacity estimates

Number of books per shelf foot..8

Total capacity — depends on size, type, and organization of school. Tentative estimates have been made as follows:

For elementary school [33]..... 2-5 books [36] for each child and teacher (minimum)

For junior school [34].....Same as for senior high school

For senior school [34-35].....6-10 books per pupil [36]

Shelving is of two sorts: wall and stack. The school library will ordinarily have much of the former and little of the latter, such stacks as are necessary being located in the reading room rather than in a separate stack room, and preferably built low to form easily supervised alcoves. All shelving should be open-faced and adjustable. Adjustability is obtained by the use of special metal pins operating in holes bored in the uprights at intervals of one inch. In case threaded pins (see Plate III, fig. 11) are used, the under side of the shelf should be grooved. The uprights have flush sides, that is, the face of each upright division is no wider than the partition is thick. Cornices are narrow, for every extra inch on the cornice cuts off space from the upper shelf. Wall shelving is built without wood backing unless necessary to protect books from heating coils, or, where the case is built with a ledge, to cut off some of the depth from the lower shelves. Shelving built with a ledge is not in general favor with librarians because not fully adjustable. But as suggested elsewhere [37] the school library stands in peculiar need of space on which to rest books temporarily under consultation, and the loss in adjustability may be more than

[33] National Education Association and American Library Association Joint Committee; C. C. Certain, chairman. Elementary school library standards. A.L.A., 1925.

[34] This is the estimate given in the report of the National Education Association Committee on Library Organization and Equipment; C. C. Certain, chairman. Standard library organization and equipment for secondary schools. A.L.A., 1920.

[35] Wilson, Martha. Score card for high school libraries. In School library yearbook no. 2. A.L.A., 1928. p. 59-74.

[36] The larger estimates are for schools with small enrollment.

[37] See p. 227 under Ledges and counters.

made up for by convenience. A substitute for shelving built with a ledge is the pull shelf. Although pull shelves are a convenience they are likely to give the library an untidy appearance due to their uncertain out-and-in status. Moreover, if out they are in the way when the library empties itself with a rush, as is the custom of school libraries. One visions bruised ribs and wry faces.

Sectional or "unit" shelving of approved type may be obtained from manufacturers of library furniture. (See Plate II, fig. 1) This has obvious advantages and is widely used.

The opinion of an architect on the construction of library shelving is worth quoting. "Shelving cannot be properly made by the ordinary mill but only by manufacturers accustomed to cabinet construction. This applies to furniture and technical library equipment throughout." [38]

Variations in shelving not yet noted are as follows: (1) Deep shelves for oversized books, provided with frequent fixed vertical supports. This pigeon-hole treatment is applied only to lower shelves. It is useful for supporting thin, large books like atlases, and also in caring for picture books. A happier device for picture books in the elementary school is (2) A section of magazine-rack type (Plate II, fig. 1, b, or Plate III, fig. 5). Either of these designs may be adapted to built-in construction. (3) A section of shelving fitted with glass doors and a lock to care for valuable illustrated editions. The lock is not so much for security as to impress pupils with the value of the books and to put their use in the light of a special privilege.

A word should be said about bases. If shelves are low, as they should be, protruding bases are not needed for steps. Marble bases or bases of rubber tile are sometimes resorted to as beautiful and not subject to injury from the janitor's mop. Another defense from the mop is a concave base constructed like the illustration in Plate III, fig. 6. The overhang deflects water downward.

[38] Tilton, E. L. Library planning. In Essentials of library planning. A.L.A., 1928. p. 500. (Reprinted from the Architectural Forum 47:500. December, 1927.)

TABLES AND CHAIRS

	Tables				Chairs to Match
	Height	Width	Length	Diameter (Round tables)	Height
Elementary [39] library	26″, 28″, 30″	2′ 10″-3′	5′-6′ 6″	4′ -5′	14″, 16″, 18″
Junior high library	28″, 30″	ditto	5′-7′ 6″	3′ 6″-4′	16″, 18″
Senior high library	30″	ditto	ditto	4′	18″

Approximate table area per pupil.....360 square inches
Linear extension (elbow room) per pupil.....26″-30″ (*Note*: 26″ is the minimum in the elementary school or in the higher school with no pupils seated at table ends. 30″ is the usual estimate in the high school when pupils are seated at the ends.)

Seating arrangements in the school library bear a close relation to its educational efficiency. Not only must seats be comfortable and of the right height, but they must be so placed as to secure complete supervision without loss of social atmosphere. This suggests chairs instead of school seats, and small tables instead of school desks. Informality is the keynote, because it is the keynote of the library's contribution to public school education.

Of course there are dangers in informality, and a social atmosphere may become mere sociability.[40] The big round table and the ingle-nook useful to developing social consciousness in little children are superseded in the upper grades by smaller tables and con-

[39] The 30″ height is not so often used as the others.
One of the library supply firms has for a number of years sold juvenile tables 30″ wide, and 52″ and 78″ long respectively. The firm reports that many of these tables are in use in children's rooms to the satisfaction of all concerned. They are not here recommended except in cases where they fit better into available space than do tables of more nearly standard width.

[40] Madison, Elizabeth. The socialized library. In The Journal of the National Education Association 13:299-301.

ference rooms, and may, at least partially, give way in the senior high school to individual reading desks quite unlike standardized school desks but calculated to provide the isolation which the serious student often desires and the mischievous one must sometimes have forced upon him.[41] In a commendable ardor for socialization, librarians may have overemphasized tables. It is possible to imagine an ideal high school library outfitted chiefly as to its reading room with individual reading desks and a few tables, provision for social or group activities being made largely through conference and lecture rooms. The question of economy in money and in floor space is another matter. But the student who assumes that the reading desk is wasteful of space has surprises in store, as he may find by reading an article written a good many years ago by William E. Henry.[42]

Some tables every library must have, and it is only fair to say that the majority of school librarians would probably insist on them to the exclusion of reading desks. Formulas by which to judge dimensions are given at the beginning of this section. The 3′ x 5′ table is by long odds the favorite; just why, it is hard to discover. The school librarian must always consider her room. If 3′ x 5′s fit well into the space at the library's disposal, well and good. But perhaps one row of 3′ x 5′s, another of 3′ x 7′s, and a few round tables will fit better. Then why not use them? Very long tables should be avoided because they are hard to supervise and they give the room a stereotyped appearance; and tables less than 34 inches in width are regarded coldly because they bring pupils too closely face to face. The customary arrangement of chairs about a 3′ x 5′ table (Fig. 1) means that some pupils must face the light and that there are no clear aisles. Eighteen inches added to the length allows seating as in Fig. 2 and is nearly as economical of space because aisles freed of chairs may safely be narrowed. To the large school library with its complete and hasty

[41] Tables of this kind are sometimes found in public libraries.

[42] Henry, W. E. Discipline and furniture. Public Libraries 19:238-41. June, 1914.

shift of pupils each period, unobstructed aisles are a decided advantage. Round tables placed between rectangular ones (Fig. 3) are economical of aisle space and add variety.[43]

Fig.1

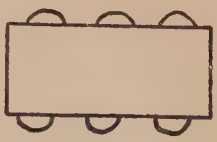


Fig.2

Fig.3

"The number, shape, and size of tables used should be determined by the size and needs of the room with reference to the general style of the building. Tables may be round, rectangular, or oval in shape and flat or slant top in type. The round table lends itself to companionable reading; the rectangular table is best for the use of numbers of books in reference work. The oval table is occasionally used to carry out curved lines occurring in some part of the room. A slant top table has been developed which is well adapted to the use of large picture books by little children and that encourages good posture. [Plate III, fig. 3] A glass top table offers an opportunity to display prints, autograph letters, and other materials too valuable to be posted on bulletin boards. All tables should be simple in design,

[43] A critic objects to the arrangements in Figs. 1 and 3. Of Fig. 1 she says. "Omit end seats here"; and of Fig. 3, "I think this seating a great mistake. The child sitting in the middle seat of the longer tables is at a disadvantage with someone on each side to disturb him. Also if he wishes to move, it causes disturbance. Four at a table is enough." The author would like to agree, but she knows that few school authorities will be willing to make the cut to four. The arrangement in Fig. 1 as compared with the end tables in Fig. 3 does give more elbow room but brings about annoying interference of books and legs.

durable, and of good weight. Children do not require foot rests and it is well to avoid any low cross-bars which they will mar with their feet. If the apron of a table is too deep, it interferes with the children's knees and prevents them from drawing their chairs close to the table. All corners and edges of tables should be slightly rounded." [44]

There has been considerable discussion of linoleum tops for library tables. In localities where hard wood is costly, linoleum has been advocated as an economy. In other localities the arguments are ease in cleaning and freedom from scratches. The objections are chiefly on the side of artistic appearance. If the linoleum is bound with metal or is not colored to match table wood, the effect is unpleasant. Also, the wrong finish creates a glare, as objectionable as a high polish on wood. It is possible, however, to construct linoleum tops with flush moldings of wood, to finish them without a glare, and to match colors. A man with wide experience in school library equipment [45] states that the linoleum top is excellent if properly attached and finished; that is, if set upon a ply wood base under extreme pressure and finished with a coating of special wax.

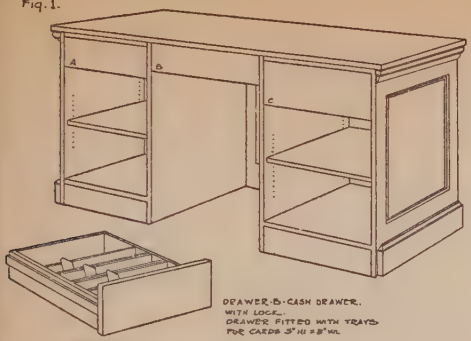
Pupils are wont to carry their school books about with them. When they come to the library these books are much in the way. Some schools have provided for this situation by constructing tables with double tops, the space between being used for textbooks. Another solution has been an elevated shelf set on standards the length of the table. This seldom looks well. Still another method is to provide lockers for textbooks just outside the library. A fourth suggestion has been to place a shelf or tray beneath the chair seat. This will work if pupils can be persuaded to sit on four legs of the chair instead of two! There are obvious objections to all these plans, none of which has been generally enough used to establish its complete practicability.

Several schools have recently undertaken to experiment with

[44] Power, E. L. Library service for children. A.L.A., Chap. VII. (In preparation).

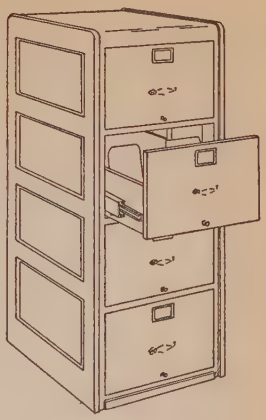
[45] Styles, George. Equipment department, Detroit Public Schools.

Fig. 1.



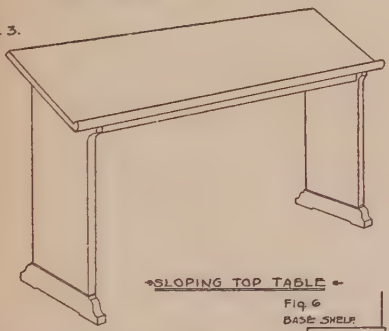
CHARGING DESK

Fig. 2.



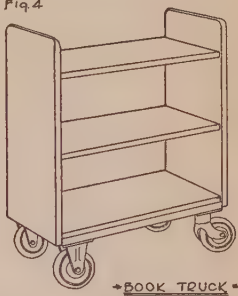
VERTICAL FILE

Fig. 3.



SLOPING TOP TABLE

Fig. 4



BOOK TRUCK

Fig. 5

MAGAZINE RACK

Fig. 6
BASE SHELF.

CONCAVE BASE MOULD ON SHELVING

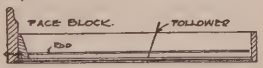
Fig. 9.

POSTER BLOCK

Fig. 10

NEWSPAPER ROD

Fig. 8



SECTION THRU CARD TRAY

Fig. 7

DOUBLE ROLL SHADES

Fig. 11.

THREADED SHELF PIN

Plate III.

textbook lockers outside the library in which pupils must leave all books previous to entering. One of these schools is the De Witt Clinton High School in New York. The author has seen only one such experiment in operation and that was not very successful. It is hard to secure volunteer checkers, and paid ones are expensive. A more serious objection is loss of time in entering the library. An important by-result is the cutting down of attendance on the part of pupils who wish merely to use the library as a study room. But it also cuts out the pupil who can finish his studying in thirty minutes and spend the remaining ten in browsing.

Desirable qualities for chairs are plain, simple lines, stoutness of construction, and comfort, the last being secured through the saddle seat and slightly curved back. Undesirable qualities are spreading legs (Windsor type), arms, and cheap construction. Chairs should be uniform in design except for occasional variations introduced to relieve monotony or add to coziness. One charming elementary room has a curved window seat flanked by picture books, and two or three small slant-topped tables (known as cathedral desks [46]) which may be drawn up at will. Others have inglenooks. Stout settees of wood and an occasional arm chair placed in an angle of the wall invite the high school pupil to browse and to read at leisure.

Sometimes in the elementary school or in a very small high school, it is possible to have only a library corner. (See illustration, p. xvii) Its invitation will be its informality achieved through tables and chairs that are "different"— perhaps brought from home or manufactured and painted in the school work-shop. One school has low benches (8 to 10 inches high) painted on the edges in bright colors and with cretonne covered mats which provide a colorful note. These are easily moved and are designed especially for story-telling hours; but the children use them at other times too.

[46] The "cathedral desk" is built like fig. 3, Plate III, except that it is shortened to accommodate a single reader.

LIBRARIANS' DESKS AND CHAIRS

DESKS		CHAIRS		
Sitting height	30-30½″	Adjustable,	swivel	18″ up
Standing height	39″	"	"	24″ up

Desks for the use of the staff vary so widely with the size of the library and the nature of the work done that it is only possible to generalize, leaving details to be worked out by examination of catalogs and observation of desks actually in service.

For the small library. In the small library one desk serves for all purposes. Plate III, fig. 1, shows a good design for this type. The essentials are: drawers equipped with roller slides and removable trays to be used for charging purposes; a lock drawer which may be used for fines; pull-out shelves for returned books.[47] It should be noted that the teachers' desk, large sized with flat top, may be fitted up with charging trays and made to do service in place of this regulation library desk. A small truck or receiving shelves for returned books should stand beside it.

Circulation desks. In the larger school the circulation desk is more spacious and more complicated, and if there are several librarians, individual desks for advisory service may be required in addition. Since the latter ordinarily follow as to design the teachers' desk with flat top, we may concentrate on the circulation desk.

About the circulation desk goes on most of the business of the school library. Devoted to the quick exchange of books, it must be carefully designed; otherwise time is wasted and tempers are ruined. Essentials in its equipment are a sunken section for charging trays, a cash drawer, slots for the receipt of book cards, storage space for returned books. Desirables are a telephone shelf, a sheet of plate glass to cover at least a portion of the top, cupboard space.

Types of circulation desks are the counter, the U-shape and the wing shape. Any of these may be sectional, and of standing or sitting height. The sectional desk has the great advantage

[47] Shelves shown in illustration are adjustable instead of pull-out. The pull-out type is more convenient.

of providing for growth.[48] The abbreviated stature of the children using the elementary library suggests a desk of sitting height; for the junior or senior high school the tendency is towards standing height with perhaps a sunken section of sitting height at the side. Special high chairs and foot rests must be provided if the desk is high. Toe space, made by recessing the baseboard two or three inches, is essential to comfortable work while standing. The elementary school which does not circulate books for home use may substitute a teacher's desk for the circulation desk.

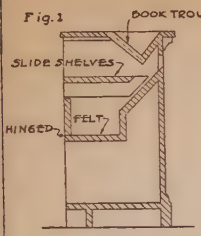
An interesting addition to the circulation desk in the large school is a counter placed slightly in the rear. This may be fitted with shelves for reserve books or it may be constructed as in Plate IV, figs. 1, 2, and 3, the slots (labeled "open" in fig. 2) enabling large numbers of pupils to return books without service from the librarian and with no danger of their being carried off by other pupils before being discharged. A further convenience is a trough on top for the display of books that have been discharged. A second device is a receiving bin on wheels which may be set in a corridor or open doorway. (Shown in Plate IV, fig. 4.)

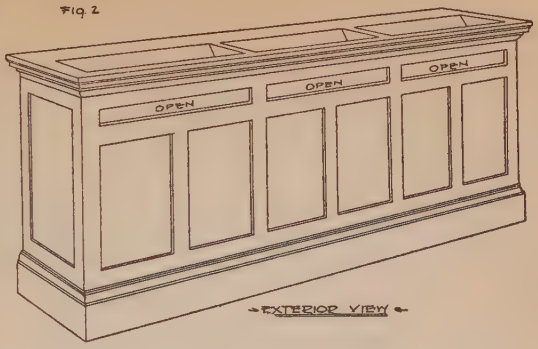
Filing Cabinets. Filing cabinets commonly found in school libraries are catalog, picture, postcard, and clippings files, or combinations of two or more. (See illus. facing p. 135) A favorite combination in the smaller school is as follows: one 2-drawer picture unit, legal cap size, 26″ deep; one 2-drawer unit for postcards; one 2-drawer catalog unit.[49] These are arranged with the legal cap unit at the bottom. Larger combinations of this type are open to the objection of crowding. If children use the catalog as they should they are constantly in the way of the vertical files.

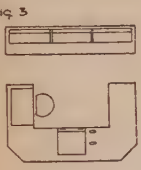
Nowhere is sectional construction more desirable than in files, for nowhere, save in shelving, is provision for growth more im-

[48] Illustration facing p. 230 is a good example of the U-desk. *School libraries*, a pamphlet on equipment issued by the Library Bureau, may be consulted for additional pictures.

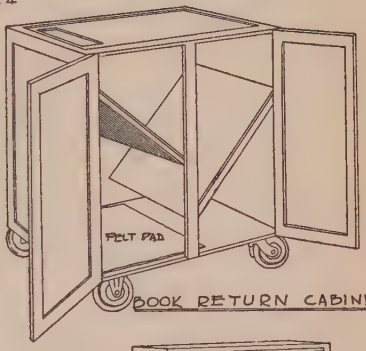
[49] A 5-drawer catalog unit may be substituted for the 2 postcard, 2 catalog combination.

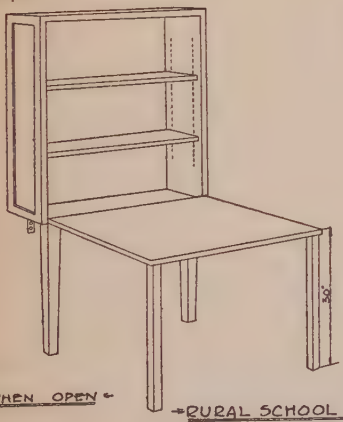


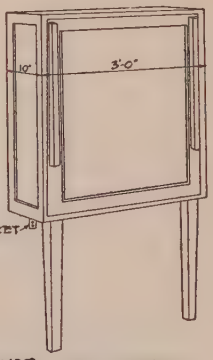




REAR COUNTER FOR CHARGING DESK







RURAL SCHOOL BOOK CABINET

Plate IV

portant; and since unit construction is the rule in modern filing equipment, whether of library design or not, there is little reason for failing to use it.

The catalog case

Sectional or unit type
Trays (See Plate III, fig. 8)— 5″x3⅜″ x15½″ (Inside dimensions. For 7.5 x 12.5 cm standard library size cards.)

Inside dimensions for catalog trays given above should be followed exactly as to depth and width if they are to be used with standard catalog cards.[50] Length may vary with no serious results. A tray of the dimensions given above will accommodate 1,100 medium weight cards. It is estimated that adequate cataloging for the school library requires 5 cards per title. For a library of 1,000 titles therefore, approximately 5 trays are needed. This provides little for growth. An estimate on the basis of enrollment has been worked out as follows:[51]

Enrollment	Trays
200	9
300	9
400	12
500	12

The shelf-list case. In the small library one or more trays of the catalog case may be used for the shelf-list, the shelf-list cards being of catalog size. A separate case is a convenience in the larger library. One standard tray will care for 1,100 titles.

Vertical files (See Plate III, fig. 2)

Sectional, one or more units
Drawers (legal size)— 10½″ high, 15″ wide, 24″ deep(inside measurement)
Ball-bearing slides

[50] It is essential to use the standard size because schools as well as public libraries use printed Library of Congress cards. The Library of Congress size has been adopted for plain catalog cards by library supply firms.

[51] Duncan, R. B. A constructive high school library program. Thesis. George Peabody College for Teachers, 1927.

School librarians are fairly well agreed on the dimensions given above. Drawers of this size are large enough for pictures and may be divided by an imaginary line or a real partition, thus accommodating two parallel rows of pamphlets. If the school has a collection of large prints it may be necessary to provide for them in special boxes or in flat picture collection units; or the charging desk may have a section for oversized prints. Built-in files are discussed on page 225. For additional information consult:

DANA, J. C. The picture collection. 3d ed., rev. by Marcelle Frebault. (Modern library economy) Wilson, 1928. p. 4-10.

OVITZ, D. G., and MILLER, Z. K. A vertical file in every library. Wilson Bulletin 2:163-68. January, 1924. Also issued as pamphlet by Library Bureau.

A deep desk drawer, a packing box, or even a crate, has frequently done service as a vertical file until something better could be had. It is advantageous when using such makeshifts to have the school carpenter insert transverse partitions of thin wood. These keep the contents of the file from falling.

Miscellaneous cabinets. Films, slides, and pupil records require files of varying sizes and special construction. Catalogs of visual aid and office supply houses should be consulted.

Magazine and newspaper racks. It has been suggested that these may well be built in. Whether built in or not, designs are similar. For magazines there are two distinct varieties: the display type and the storage type. Of these, the display rack is the more desirable for the simple reason that it provides better advertising. A good design is shown in Plate III, fig. 5. The storage type consists of pigeon-holes or drawers or a combination of the two. A combined display and storage type is sold by library equipment firms.

The most important items in the newspaper rack are the holders or rods which support the papers. (Plate III, fig. 10) Given the rods, the school carpenter can improvise a rack by inserting two rows of L-shaped screw hooks in window or door moldings the length of the rods apart or between the uprights of a shelving

section with the shelves removed. This is, of course, a makeshift, but the average school does not subscribe for a large number of newspapers, and an elaborate rack is therefore unnecessary. There are several varieties of rods, some of wood and some of metal. They may be purchased independent of the frame. One library has dispensed with both rods and frame, simply stapling each paper together down its folded margin with four staples. It is then placed on the current history table and when removed for filing still remains intact.

BOOK TRUCKS

Small — 35″ high, 30″ long, 14⅛″ wide
Large — 42¾″ high, 39¾″ long, 14⅛″ wide

That library is a very diminutive one indeed which does not require a book truck. A large library needs two or three. The small truck is excellent for the junior or senior high as well as for the elementary school. The larger size is desirable where capacity is the chief consideration. Edges should be bound with leather or rubber strips to protect other furniture; wheels should be ball-bearing and noiseless, two of swivel type and two fixed. (Plate III, fig. 4)

BULLETIN BOARDS.[52] No library should be without a bulletin board, and most libraries can use more than one. "They should be low enough to be easily seen by the children and connected with shelves for books. . . . The best material for bulletin boards is the cork carpet previously mentioned,[53] framed to match the woodwork in the room. It is procurable in neutral shades, holds thumb tacks easily and securely, and is elastic. Some libraries use a standing bulletin board with a shelf or rack for books below. Display racks usually have a small bulletin space above the trough for books." [54]

[52] See also built-in bulletin boards, p. 224.

[53] Other materials are beaver board, corticine, or soft wood covered with burlap or art denim.

[54] Power, E. L. Library service for children. A.L.A., Chap. VII (In preparation).

Library bulletin boards may well be placed in corridors outside the library, or in study halls, as well as in the library itself.

Display Cases. It is customary in newer school buildings to sink display cases into corridor walls. Such a case located near the library affords excellent opportunity for advertising. Most libraries will wish an additional case for use inside the library. Such a case may be flat (See Illus. facing p. 230) or vertical. Care must always be taken to have it low enough for younger pupils; glass shelves are an aid. Small display troughs for use on tables are most helpful. They can be constructed by the manual training department.

Typewriter. The librarian's time is too valuable to be wasted on hand-written cards and bibliographies. If the school is too small to afford a typewriter for library use only, arrangements should be made for sharing the use of a good machine with another department. The typewriter selected should take catalog cards, and not only take them but permit legible typing close to the bottom. In the opinion of some librarians a separate card platen is not desirable since it is too much bother to change each time the machine is used for other work.

4. **The work room.** Indispensables for the work room are running water, a work table with drawer for holding mending supplies and tools, cupboard space (the more the better), a typewriter, two or three chairs, and shelving. If the room is large enough it may contain also an office desk for the librarian's personal use. Placing the table in the middle of the room is advantageous as it allows two or three people to work at the same time. Locks on some of the cupboards are desirable in order that new books and damaged volumes temporarily out of circulation may be put away without fear of molestation. To facilitate easy access to librarian and assistants, a door should connect the work room with the library. And to make possible the delivery, without disturbance, of boxes of books, express packages, and mail a second door should open into the corridor. A mailbox attached to the inside of the latter door and fitted with an outside receiving slot is a decided convenience.

5. Additional equipment. Many useful pieces of furniture have been omitted from the list of indispensables. That is because they are required only in the larger library, or in the smaller one to meet particular needs, or because the purposes for which they are designed are partially covered by other equipment. Among these special pieces are atlas cases, map racks, a stool for reading low shelves, sorting trays, display devices, and dictionary stands. A revolving, movable type of the last which saves wear and tear is a favorite. Good designs may be found in library equipment catalogs, or the librarian's ingenuity may suggest models to be carried out by the school carpenter.

Supplies such as catalog cards and mending materials are sometimes listed as equipment, but it has seemed better in this book to leave them for consideration in connection with technical and mechanical processes.[55] At the end of the present chapter, however, there will be found a combined price list for supplies and equipment.

IX. Labor-Saving Contrivances and Home-Made Equipment

It has been suggested that inventiveness and home manufacture may be made to go a long way in providing usable equipment. That is not equivalent to saying that apparatus made in the school workshop is as good as that specially manufactured, or that a school district financially able to provide excellent equipment for the library along with other school departments should allow the librarian to waste time and effort on makeshifts. What it does mean is that the librarian, having familiarized herself with the construction of library furniture, should study the local situation and exercise discrimination in suggestions. Equipping a library is much like equipping a home; certain essentials must be provided and it is false economy to scrimp on expense. Certain other pieces of furniture may be extemporized while waiting for a fatter purse or the gifts of the family.

[55] See Chap. XI.

X. The Library in the Rural School

Closely related to the foregoing is the question of the library in the rural school, especially the one-room school. The solution most naturally presenting itself is an alcove or a "library corner" such as is often found in the elementary school room. "In one-room rural schools, the library material should be arranged together in some available part of the room. This is likely to be some corner or the rear end of the room. An alcove opening off from one side of the room at the front so that the library work can be supervised by the teacher, and yet give those who use the library some degree of freedom from disturbance by the other school activities, is an ideal location for the one-room school library. When planning the erection of a one-room school, this alcove arrangement should be provided for." [56] But perhaps there is no alcove, and no space in the crowded schoolroom for even a corner table. Or there may be no money available to spend on equipment. Here is where inventiveness and adaptability score highest.

Plate IV, figs. 5 and 6, offers a suggestion when there is no table room. A wooden door that locks is required in the rural school bookcase because the building is isolated and is left vacant for long periods. The case shown in the drawings is only 3 shelves high and is attached to the wall or set upon legs at desk height, about 28 inches. The door is hinged at the bottom and is provided with drop legs, making possible its use as a table for the consultation of reference books or even as a reading desk. With a picture or a vase of flowers above, a bulletin board near by, two or three comfortable chairs, a painted packing-box for use as a vertical file, a two or three drawer catalog unit — presto! the school has its library — a place of privilege and delight with even this slight equipment.

The Wisconsin bulletin above quoted suggests three ways for housing the grade school library in larger rural schools:

[56] Housing the school library. In Organization and management of elementary school libraries in Wisconsin. Wisconsin State Education Department, 1926. p. 7.

"a. The library is housed in the room presided over by the principal, *preferably in an alcove opening off from the front of the room.* . . . A door connecting the alcove with the hall is desirable for the use of pupils in the other rooms.

"Certain library books are kept permanently in the rooms of the other teachers, but these are relatively few and include mainly reference books in frequent use. Occasionally groups of books may be brought into a room from the library for temporary use.

"*The above is the method . . . recommended.*

"b. The library books are housed permanently among the different grade rooms. This method should be used only in case the books cannot be taken care of as suggested under *a*, above.

"c. The library is housed in a separate room. This is not to be recommended unless the room can be supervised by the principal or one of the teachers from the room of which he or she is in charge. Such supervision is possible if the room opens off from the front of a grade room and there is a more or less unobstructed view of the library room through the door and windows in the partition. An entrance door from the hallway is also to be recommended for the use of pupils and teachers in the other grade rooms." [57]

The small high school (200-300 enrollment) may provide and equip a separate room, or may fit up one end of the study hall, or an adjoining alcove. The important thing in all cases is to provide for shelving, magazine storage, display, and supervision, and not to shut books up in a room where the pupils cannot get at them.

XI. Arranging the Library

Aisle space:	
Between tables (no chairs in aisle)	4′ minimum
Between tables (chairs in aisle)	5′ minimum
Between table ends and shelving	Same as between tables
Position of tables and book stacks	Ends to the light
Position of circulation desk	Near the exit, commanding the room
Location of files	Near the circulation desk, or the reference desk if there is one

[57] Housing the school library. In Organization and management of elementary school libraries in Wisconsin. Wisconsin State Education Department, 1926. p. 7-8.

1. General considerations. In arranging the library, heed must be given to the following: (a) Spacing, (b) Lighting, (c) Maximum seating capacity, (d) Supervision, (e) Conservation of the librarian's time and strength.

Spacing. Much of beauty and of balance may be achieved by the proper spacing of library furniture. But while these aims must be kept in mind, practical considerations must not be lost sight of. The ideal is a combination of the two aims, as when the circulation desk is set midway of the room facing the main entrance. Such placement breaks the length of the room, provides balance by dividing it into two more or less equivalent sections, and yet serves library ends in the way of convenience and supervision.

Two points often overlooked in the layout are the necessity for open spaces, and sufficient aisle width to allow for the concerted movement of pupils towards the exit when the period bell rings. One place where considerable free area is required is in front of the circulation desk. Business comes in rushes, and the talking and confusion are disturbing to pupils at tables placed too close.

Lighting. Pupils should not face the light. It is obvious that ends and not sides of tables should front the windows.

If it is important for the pupils not to face the light, it is likewise essential that the librarian should not. The fact that this frequently presents a difficulty should not be allowed to sacrifice the librarian's eyesight.

Capacity seating.[58] School architects and school officials insist on a maximum seating capacity, an insistence perfectly proper so long as the conditions of good spacing outlined above are secured. Crowding which interferes with good work and discipline are obviously to be frowned upon.

Discipline and supervision. Everyone knows that discipline is made or marred by library arrangement. Tables crowded with chairs, or so close together that the chair backs interfere, filing cases or stacks so placed as to prevent a complete view of the

[58] See also p. 218-20.

room from the librarian's desk — these are invitations to disorder that wise planning consistently avoids.

In the elementary school library it is well to place the tables or table for the very little people in front of or close to the desk.

Conservation of the librarian's time and strength. Equipment used chiefly by the librarian or by pupils under her direct supervision is placed in the neighborhood of the desk. It should not be necessary for the librarian to walk the length of the room to extract pictures from the file or to help a boy in his use of the catalog. Nor should the librarian's desk be isolated from all shelving and from the work room, especially if the librarian has no assistant.

2. Arrangement of books. The arrangement of books on shelves will follow established library classification. But there are always special groups and collections to be considered. In the elementary school, for example, easy books and picture books may be brought together at one end of the room for grades 1 to 3. The *ribbon arrangement* [59] is sometimes used. This is "a distribution of fiction and non-fiction books which places fiction on lower shelves about the room and non-fiction on the upper shelves of the same cases, or vice versa." Librarians are about evenly divided as to the desirability of this plan.

Considering the library in its educational aspects, it would seem wise from the elementary school through to the high school to interfere as little as possible with a regular shelf-to-shelf, case-to-case arrangement according to classification. This is known as the *block plan*. Every deviation involves explanations difficult for pupils to understand in the face of their lessons on the decimal classification. By careful estimating it is usually possible to bring special classes into favorable locations even while preserving a classified sequence. If, for example, literature and history (800's and 900's) are the classes most in demand in reference work, they

[59] Power, E. L. Library service for children. A.L.A., Chap. VII (In preparation).

may be placed near the reference desk and the preceding classes arranged to lead up to them.

If the library has many shelves to spare, the top one in each case may be covered temporarily with bulletin boards or may be utilized for the display of books placed upright with the cover to the front.

Oversized books should be definitely located either on the bottom shelf of the case where they classify, or in a special case denoted by a symbol added to call numbers.

The reference collection should be kept in the neighborhood of the desk so that the librarian may the better supervise its use. Reserve books may be shelved entirely away from the desk if there is a clerical assistant to look after them. In fact, their location some distance away is a distinct advantage, as it distributes pupil groups. But if the professional staff numbers only one, the librarian will probably wish to keep reserves close at hand, even if she allows a pupil to issue them.

It is well to have the magazine display rack and storage cupboards for unbound volumes located near the bound volumes. The *Readers' Guide* should be on a ledge or special table close by. If there are conference rooms, one of these may be utilized for storage. Fiction located in close proximity to the exit has a tendency to disappear without being recorded; radio manuals, debaters' handbooks, and books on games and sports have a like tendency and are wisely shelved behind the desk, their unusual location being indicated by a symbol added to the call number. Display shelves or racks will naturally be located near the entrance or alongside the approach to the desk where they are most likely to be seen.

It is the custom in some schools to shelve as a separate collection titles appearing on the required English reading lists. While this may facilitate quick handling and may therefore be admitted in a library that is under-manned, it is not good pedagogy, for it reenforces the popular pupil distaste for anything that is required

reading — titles somewhow different, objectionable, and in a class apart. Far better to shelve these books on regular shelves. It is possible the unsuspecting pupil may read and enjoy them by mistake!

If the library is in any way responsible for free textbooks,[60] such books should be segregated in a stack room that is separate from but adjoining the library.

Slides, films, and records are appropriately housed in the lantern room if there is one attached to the library.

XII. Counting the Cost

The first question of the school official presented with a library plan and equipment list is: How much will it cost?

1. General equipment. Perusal of this chapter must have convinced the student that an accurate estimate is difficult because of variations in materials and built-in features. School systems that have been building and equipping libraries for a period of years are usually quite as unable as others to give the figures for the simple reason that the cost of the school building is a cubic contents cost, the library being included in the general estimate for the plant. Prices fluctuate from year to year, freight charges may or may not be included, and the quality of materials varies. Quantity buying also makes an appreciable difference. In a large system where school libraries are built yearly and designs have become standardized the expense is greatly cut. C. C. Certain has estimated cost figures for the elementary school in his article entitled "The elementary school library defined in dollars and cents" to be found in the National Education Association and American Library Association Joint Committee report on *Elementary school library standards*, 1925, pages 29 to 34.[61] Cost tables at the end of the present chapter are included for what they are worth in the light of

[60] See p. 205.

[61] Also in National Education Association Proceedings, 1923, p. 646-51; and in Elementary English Review 2:101-04. March, 1925.

the considerations just mentioned. The first set of estimates was compiled by a representative library equipment house. The Ruth B. Duncan tabulation includes supplies as well as equipment and is of interest as an attempt to arrive at costs on a basis of school enrollment.

2. **Books.** Books have not been discussed as a part of equipment. Their selection is so complicated a technique as to deserve treatment in a separate chapter.[62] It is difficult to estimate the initial cost of a suitable collection, for along with variations due to price fluctuations, quantity buying, type of binding (publishers' or reinforced), editions (trade or school editions), and subject matter (fiction is cheaper than reference volumes), there is enormous variation depending on type of school organization and proximity to other libraries. Nevertheless, librarians will be interested in the following figures which are furnished by the director of school libraries in a large middle western city. They represent the actual cost of reading equipment purchased *en bloc* in 1929 for a new junior high school with an enrollment of two thousand and a library seating capacity of one hundred.

6,190 books (discount price, publishers' bindings)	$9,385.19
66 2-year magazine subscriptions (from 1-5 copies of 28 titles)	241.40
66 fabrikoid magazine binders	157.10
Total	$9,783.69

The books ordered included reference volumes and some pamphlets as well as a balanced collection of general reading, about one-third of which was fiction. A little figuring gives these averages:

Average cost per book[63]	$1.51½
Average cost of 1-year magazine subscription	1.83
Average cost of fabrikoid magazine binder	2.38

[62] See Chap. X, Sec. II.

[63] Reinforced binding, which should be employed for books destined for hard uses, would make the average cost per book nearer $1.75.

XIII. Examples of Excellent Planning

The most satisfactory method for arriving at decisions in regard to excellent planning is a series of visits to institutions exemplifying worth-while achievement. The appended list is by no means a complete one. It represents developments known to the author through personal visits or the reports of competent librarians.

City Systems

(All Types of Schools)

Cleveland, Ohio
Detroit, Michigan
Minneapolis, Minnesota
Denver, Colorado
Long Beach, California
New York, Lincoln School Library, Teachers College, Columbia University, serves all grades in a single suite of rooms
Philadelphia, Girard College, does the same and is a good example of a library in a private school (not a college)

Senior High Schools [64]

New York City: Roosevelt High School (The Bronx)
New York City: De Witt Clinton High School
Brooklyn, New York: Girls' High School
Bridgeport, Connecticut: Warren Harding High School
Pittsburgh, Pennsylvania: Schenley High School
Hartford, Connecticut: Bulkeley High School
Hartford, Connecticut: Weaver High School
Detroit, Michigan: Roosevelt High School (and others)
Minneapolis, Minnesota: John Marshall High School
Omaha, Nebraska: Technical High School
Neodesha, Kansas: High School
Los Angeles, California: Belmont High School (and others)
Santa Monica, California: High School

Junior High Schools [64]

South Bend, Indiana: Southeast Junior High
Seattle, Washington: Alexander Hamilton Junior High

[64] See also City Systems.

Elementary Schools [65]

Geneseo, New York: State Normal School Library (Training School Library)

Evanston, Illinois: Haven Elementary and Intermediate School

Evanston, Illinois: Nichols Elementary and Intermediate School (Serves elementary schools through eighth grade. Haven serves adult public also)

In conclusion it may be stated that that school library is adequately furnished which has been as thoughtfully, as carefully, and as expensively equipped as other special departments of the school. That this has not always been the case is lamentably true. It is within the power of wide-awake school librarians to swing the balance to the right side. Theories, wishes, and indefinite statements will not do it. The librarian must be able to make an intelligible plan, and to see that it is carried through.

XIV. Tables of Equipment Costs [66]

35 Readers

6	Tables	
35	Chairs	
1	Charging desk	
1	Card catalog and vertical file (combined)	
	Shelving for 2500 volumes	
3	Newspaper files	
1	Bulletin board	
1	Display case	
	Total	$1100.00

Work Room

1	Typewriter	
1	Desk and chair	
1	Supply cupboard	
	Total	235.00
		$1335.00

[65] See also City Systems, p. 260.

[66] Compiled by a representative library supply house.

50 Readers

9 Tables
50 Chairs
1 Charging desk
1 Librarian's swivel chair
Shelving for 3000 volumes
1 Card catalog and vertical file
1 Magazine rack
1 Display case
1 Bulletin Board
4 Newspaper holders

Total.....$1600.00

Work Room

1 Typewriter
1 Desk and chair
1 Table
1 Chair
1 Cupboard

Total..... 262.00

$1862.00

Note: This would also serve for elementary school, single platoon — 40 + 10 for extras.

100 Readers

16 Tables
100 Chairs
1 Charging desk
1 Librarian's swivel chair
1 Book truck
Shelving for 6000 volumes
1 Card catalog, 20 trays with top and base
1 Vertical file (four legal drawers)
1 Display case for books
2 Bulletin boards
1 Atlas and dictionary case
1 Magazine rack
1 Librarian's desk and chair
1 Newspaper rack and holders
1 6-tray shelf-list case

Total.....$3350.00

2 Conference Rooms

2 Tables
14 Chairs
(Some shelving)

Total..... 215.00

Work Room

1 Typewriter
1 Office desk with typewriter attachment
1 Table
1 Cupboard
3 Chairs
Shelving

Total..... 325.00

$3890.00

Equipment Costs

Initial Table of Costs for High School Libraries According to Student Enrollment *

			200		300		400		500	
			Amount	Total	Amount	Total	Amount	Total	Amount	Total
Condensed accession book			1	$3.50	1	$3.50	1	$6.00	1	$6.50
Book cards, white	per 1000	2.00	2m	4.00	3m	6.00	4m	8.00	5m	10.00
Book Pockets, plain manilla	per 1000	2.00	2m	4.00	3m	6.00	4m	8.00	5m	10.00
Davids' white letterine	2 oz @	.30	4 oz	.60	6 oz	.90	8 oz	1.20	10 oz	1.50
Higgins' black India ink	1 bottle	.25	2	.50	3	.75	4	1.00	4	1.00
Judges quill pens	1 doz	.15	1	.15	1	.15	2	.30	2	.30
Paste	1 qt	.70	2	1.40	2	1.40	4	2.80	4	2.80
Paste brush	1	.25	2	.50	2	.50	3	.75	3	.75
Date guides, 1-31	1 set	1.50	1	1.50	1	1.50	1	1.50	1	1.50
Shellac	1 qt	1.00	1	1.00	1	1.00	1	1.00	1	1.00
Shelf-list guides, 2 div.	1 set	1.50	1	1.50	1	1.50	1	1.50	1	1.50
How to use this catalog, guides	per 10	.20	10	.20	10	.20	15	.30	15	.30
Periodical record card, weekly and monthly	per 100	.60	100 ea	1.20	100 ea	1.20	100 ea	1.20	100 ea	1.20
Alcohol	1 qt	.25	1 qt	.25	1 qt	.25	1 qt	.25	1 qt	.25
Ink pad	1	.30	1	.30	1	.30	2	.60	2	.60
Book plates [if used]	per m		2m	3.85	3m	3.50	5m	2.90	5m	2.90
Catalog cards, stand. wt.	3000	12.00	3m	12.00	9m	36.00	12m	48.00	15m	60.00
A-Z guides, 2 divisions	1 set	1.00	1	1.00	1	1.00	1	1.00	1	1.00
Pencil dater	1	.35	1	.35	1	.35	1	.35	1	.35
Onion skin paper, ungummed	per gross	2.50	1	2.50	1	2.50	1	2.50	1	2.50
Library book support	20 @	3.80	20	3.80	20	3.80	20	3.80	20	3.80
Embossing stamp			1	5.75	1	5.75	1	5.75	1	5.75
Books			2000 titles		3000 titles		4000 titles		5000 titles	
Periodicals			15 titles		15 titles		20 titles		25 titles	
Book order cards	per 100	1.90	100	1.90	100	1.90	100	1.90	100	1.90
Spring back magazine binders				35.15		35.15		35.15		35.15
10½ x 7½″		1.70	2							
11½ x 8½″		2.00	3							
12½ x 9½″		2.30	5							
14½ x 11½″		2.75	3							
16½ x 11½″		3.00	2							
Lettering on front cover	per line	.35		5.25		5.25		5.25		5.25

(continued)

EQUIPMENT COSTS (*Continued*)

			200		300		400		500	
			Amount	Total	Amount	Total	Amount	Total	Amount	Total
Catalog cabinet			1-9 tray	32.65	1-9 tray	32.65	1-12 tray	42.45	1-12 tray	42.45
Ideal newspaper files	ea	1.10		1.10		1.10		1.10		1.10
Sitting height, charging desk height $32\frac{1}{2}''$, width 6′, depth 28″		165.00	1	165.00	1	165.00	1	165.00	1	165.00
Rectangular leg table, 3′ x 5′ x 28″		35.00	4	140.00	6	150.00	8	240.00	8	240.00
Chairs		6.00	25	150.00	36	216.00	48	288.00	48	288.00
Desk chair		15.00	1	15.00	1	15.00	1	15.00	1	15.00
Information file		75.00	1	75.00	1	75.00	1	75.00	1	75.00
Magazine rack		100.00						100.00		100.00
Pedestal style newspaper rack		50.00						50.00		50.00
Atlas and dictionary case		85.00						85.00		85.00
Book truck		49.00	1	49.00	1	49.00	1	49.00	1	49.00
Typewriter with roll for cards		50.00	1	50.00	1	50.00	1	50.00	1	50.00
Shelving ea unit $34; ends $23.75			10 unit	363.75	15 unit	533.75	20 unit	703.75	25 unit	873.75
Bulletin board to be made in school est. cost		2.00		2.00		2.00		2.00		2.00
Abridged Dewey Decimal Classification				2.00		2.00		2.00		2.00
List of Subject Headings for small libraries				1.50		1.50		1.50		1.50
Cutter Author Table				1.80		1.80		1.80		1.80
Cataloging for small libraries				2.25		2.25		2.25		2.25
School library management				1.25		1.25		1.25		1.25

* Printed by permission of Ruth B. Duncan from her thesis submitted for the degree of Master of Arts in the Department of Library Science, George Peabody College for Teachers, August, 1927. (Findings of the thesis based on the Certain Standards and on Suggested Standards for high school libraries compiled by C. H. Stone. Prices compiled from current prices 1927 obtained from a well-known library supply firm.)

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WITMER, E. M. Notes on library planning in Denver public schools. Library Journal 53:205-10. March 1, 1928.

Covers elementary and junior and senior high schools. Plans and pictures accompany the text.

QUESTIONS AND PROJECTS

1. Draw up specifications for chairs, tables, and shelving in a combined junior and senior high school library.
2. Two adjoining classrooms in an elementary school are to be remodeled for use as a school library. The rooms are 23'x25' with low windows all along one long side of each. The partition between the rooms may be entirely removed if necessary. The entrance to each room is at present close to the partition. Draw a floor plan, locating essential equipment.
3. Draw an ideal library floor plan for a high school with an enrollment of 1,200.
4. Make a cost estimate for equipping a junior high school library seating 80.
5. Secure the most recent books on schoolhouse architecture the library affords and examine the discussion of library planning. What is your impression as to the adequacy and usefulness of the treatment?

Chapter X

Business Practice in the School Library

I. Budgeting and Accounting
   1. The book budget
   2. Accounting
II. Acquisition of Library Materials
   1. Book selection
      The selectors
      Gifts
      Reinforced bindings
      Editions list
   2. Book acquisition routines
      Bibliographic data completed
      The search for duplication
      List typed from cards
      Approval of list secured
      The order completed and the books purchased
      Book orders coming in
   3. Accessioning and discarding
   4. Periodicals
   5. Pamphlets, documents, continuations, and reports
   6. Borderline materials
   7. Supplies
      Order routines
      Supply lists
      Printing and mimeographing
III. Reports, Inventory, and Insurance

The school library is a business organization. Its business operations are of the following types: financial, including budgets and accounts; the acquisition of books, miscellaneous printed matter, visual aids, borderline materials and supplies; reports, including inventory; circulation, or book accounting. It is the business of this chapter to discuss the first three of the above activities. The last, circulation, is so important that it will be developed at length in Chapter XII.

I. Budgeting and Accounting

Following the procedure of the preceding pages, we shall limit discussion to such financial operations as concern the school library

as an individual unit. Finances from the point of view of a system, either municipal, county, or school district, will be considered in Chapter XIV on the administration of school library systems.

1. The book budget. An annual book and maintenance appropriation such as recommended by the Certain *Standards* [1] is desirable for the school library. No librarian can buy with any degree of efficiency, take advantage of special opportunities, or meet sudden demands without knowing in advance what the year's income is to be. More than that, if financing is through special appropriations or hit-and-miss contributions from miscellaneous sources it is impossible to achieve balance in the book collection, or in relative expenditures for periodicals, visual aids, and books. Even the tiniest library with a book fund not exceeding twenty-five dollars should know the twenty-five dollars will be available, and when. In fact, the smaller the library the greater the need for definiteness; otherwise the entire year's resources may be tied up in a single useful but not indispensable volume. We shall not at present consider the *amount* of the annual appropriation, that being a part of the general problem of support taken up in our last chapter.[2] Assuming for the present that the annual appropriation has been made and that it is designated chiefly for books, how shall it be allocated as to departments and subjects?

Allocation. First, it is allocated by the librarian and the principal, or the librarian and the library director, or all three acting together in view of the known sufficiencies and deficiencies of the library in the field it is attempting to cover. The library book fund should not be made to include free texts; nor should it include supplementary readers where these are so duplicated as to be equivalent to texts. An ingenious rule to cover this has been developed in some localities: i.e., a title may be duplicated up to one for every six pupils and still be considered a library book. Greater

[1] National Education Association Committee on Library Organization and Equipment. Standard library organization and equipment for secondary schools. A.L.A., 1920. (New edition in preparation.)

[2] See p. 394-99.

duplication makes the title a text, to be provided for out of textbook appropriations. It is the author's opinion that this is a safer rule for the small than for the large school. Another rule is to fix an arbitrary number, say six or ten copies, beyond which purchases are allocated to the textbook fund. What the book fund should cover has already been indicated.[3]

A percentage allotment by department or subject is probably the most satisfactory basis. No rule can be laid down for these percentages because conditions vary so widely. Until a school library collection has been thoroughly established and rounded out it is unsafe to hold to the same percentages year after year. Even where the basic collection seems complete, the addition of a new subject to the curriculum or a change in teaching methods may necessitate a budget item apparently out of all proportion to other items.

Examples. The following are budgets actually used in three different schools. The first two are senior high schools. The third serves all grades from elementary through senior high.

I.

Duplicates	$100.00	12½ per cent
Replacements	300.00	37½ " "
Magazines	125.00	15⅝ " "
New books	275.00	34⅜ " "
	$800.00	

II.

English	30 per cent
Social sciences	25 " "
Periodicals	15 " "
Science	10 " "
Reference	10 " "
Other subjects	10 " "

[3] Consult Chaps. VII and VIII.

III.

1. General operation (binding, magazine subscriptions, supplies, equipment)		
*Binding magazines and rebinding books	$200.00	40 per cent
Magazine subscriptions	100.00	20 " "
Supplies (catalog cards, book pockets, etc.)	50.00	10 " "
Pictures	10.00	2 " "
Government bulletins, etc.	15.00	3 " "
Equipment	50.00	10 " "
Contingent	75.00	15 " "
	$500.00	
2. Books		
Reference	$ 45.00	9 per cent
General reading, grades and high school	135.00	27 " "
Departments		
Social studies	40.00	8 " "
Industrial art	20.00	4 " "
Science (including chemistry, physics, biology, general science)	60.00	12 " "
Languages		
French	20.00	4 " "
German	20.00	4 " "
Household arts	20.00	4 " "
Fine arts	15.00	3 " "
English	20.00	4 " "
Education	15.00	3 " "
Contingent	90.00	18 " "
	$500.00	

(*The library is really spending about $150 now for periodicals. It does not as a rule require fifty dollars for equipment, nor usually all of fifty dollars for supplies.)

Budget I is from a school where a librarian of long and successful experience has the confidence of the teaching staff. Apparently in the intimately cordial relationships of that school it is satisfactory to lump estimates under a few headings and leave subject or departmental estimates to the discretion of the librarian in con-

ference with the teachers. This is a perfectly satisfactory method in many schools. It assumes that the librarian is vitally interested in every department and that her judgment, tempered by experience, is a safe guide. It is not a method recommended to the library with an inexperienced librarian.

Budget II furnishes percentages only. The heavy estimates for English and social science are typical, as is also the comparatively low estimate for science, which is not as it should be. Who is responsible for the obvious neglect of science in the majority of school libraries? Do teachers fail to ask for scientific books because they do not know scientific literature of boy and girl caliber? Or do librarians fail to recommend it because they too are deficient in this aspect of their book knowledge? Another point is lack of adequate provision for travel and biography. It is possible that these are included in the English estimate, for in the modern school the English reading list is inclusive. If travel and biography are thus cared for, and history comes in under social science, the 10 per cent miscellaneous allotment may stand. Otherwise it must be greatly enlarged.

Budget III is interesting because it is complete and definite, because it provides for a contingent fund, pictures, bulletins, and general reading. Note especially the items *contingent* and *general reading*. These might almost be called the librarian's fund. They are essential because they give the leeway necessary for meeting emergencies and filling out the holes that develop in a collection sponsored entirely by school departments.

No one of these three budgets is ideal. They are budgets that have actually been used, and they are typical. The ideal budget is the one prepared by the librarian with the consent or advice of the principal and embodying the good features of all; that is, a percentage estimate and provision for general operation (binding, supplies, paid pupil assistants, et cetera); for duplicates, replacements, and periodicals; for new books to meet the needs of special departments, and also general reading and reference demands; and for a contingent fund.

A few general considerations having to do with the book budget are these:

There are advantages in preparing the budget in the early spring. This gives teachers and librarians sufficient opportunity to confer about orders to be placed for fall delivery.

It should not be necessary for the entire appropriation to be spent at once. Legal regulations in some school districts appear to make this necessary; but as the school office becomes accustomed to library exigencies and the librarian gains a reputation for business sense, ways can usually be found to get around these embarrassing regulations. This is one of many places where mutual good-will and common sense save the day.

In preparing the budget, both librarian and principal must be careful to maintain balance. There is constant danger of being swept off the feet by the importunities of persistent teachers. Or the personal interests of librarian and principal may enter in — unconsciously, perhaps, but none the less disastrously. Because of these dangers there is reason to believe that in a large school a faculty budget committee might be a safer guide than most arrangements now in force.

In connection with the problem of balance there is the ever-present question of how much should be budgeted for periodicals. Much depends on the home environment of the pupils; though investigation tends to show that even good homes make little provision for proper periodical literature for boys and girls. Not a little also depends on how periodicals are used in the school and how much freedom of access there is to the periodicals purchased. The writer knows of no scientific study of this subject. Until such a study has been made, 10 to 15 per cent of the book budget is offered as a conservative estimate for the high school, either junior or senior. For the elementary school the student is referred to the estimates made in *Elementary school library standards*.[4]

[4] National Education Association and American Library Association Joint Committee. Elementary school library standards. A.L.A., 1925. p. 20, 29-34.

2. Accounting. Actual accounting is almost invariably carried on by a central office. Even though the librarian approves bills, somebody else pays them. Why then is there need for a library account kept by the librarian?

First, because under any system of budgeting or of special appropriations, the librarian should be able to tell at any moment, at least approximately, how the account stands; and the most satisfactory way to do this is to keep a record in the library — a simple cash account with appropriations entered on one side and expenditures (bills approved for payment) entered on the other. This record can be checked occasionally with the central office, and special items, like freight, paid by that office without the librarian's knowledge, can be added. To appropriations the school library adds on the credit side, monies received through fines or as special gifts and turned over to the central office for auditing and safe-keeping. It subtracts on the other side all sums paid out on account of the contingent fund.

We have not yet spoken of this contingent fund. Every school library should have one. It is a little sum set aside in the budget for the payment of small items (usually less than $1.00) directly by the librarian without recourse to the central office. In public libraries fine money is sometimes designated for this purpose; it may well be so designated in the school library unless the amount collected through fines is large; in which case the rule may be that fine money up to a certain amount may be so used.[5] Here again the difficulty most frequently encountered is a legal one. But good-will can usually find a way that is satisfactory and aboveboard. In some schools there is a tacit understanding that fines may be expended for a reasonable number of small items and no account rendered. This is not the sort of arrangement we have in mind. It may be a convenient way to avoid legal red tape but it is dangerous practice. Every penny of school library money should be

[5] It is customary in many schools to spend fine money for decorations, illustrated books, or other special purposes. In other localities fines are used to supplement the book fund.

accounted for. The librarian should be allowed a contingent fund frankly and openly.

II. Acquisition of Library Materials

The chief financial transactions of the library are concerned with the acquisition of books. Other transactions have to do with the procuring of miscellaneous library materials from periodicals down to paste. We shall begin with the most important: books.

1. Book selection.

The selectors. The content of the school library has been outlined in earlier chapters.[6] Routines for selecting and acquiring the desired content vary according to the method of school library administration; that is, whether the library functions independently or as a part of a centralized system; and also according to the rules and legal restrictions under which the school operates. But no matter what the routines or form of administration, *the initiative* in selection and acquisition *belongs to the librarian.* Primarily she is employed for that very purpose. She is the school's book expert.

The information, skills, and knowledge of bibliographic tools outlined by F. K. W. Drury in his basic text on book selection [7] and considered essential to the preparation of the expert librarian anywhere are essential to the school librarian. It is true that, more than others, the school librarian has recourse to recommended lists and uses them widely. Criteria for judging such lists and titles most useful were given in our chapter on the basic book collection.[8] But a list is only a crutch; the school librarian should be able to walk independently.

When all is said and done, there is no method of selection for the school library so valuable as the *personal investigation of books.* Librarians working in cities or in schools served by public libraries

[6] See Chaps. VII and VIII.

[7] Drury, F. K. W. Book selection and acquisition. A.L.A. (In preparation).

[8] See page 182-87.

are peculiarly fortunate in this respect. Those less fortunate must have recourse to visits to out-of-town schools, libraries, and bookstores. The wise principal willingly arranges for such visiting periods; he may well consider whether some of the time scheduled to teachers for attendance upon institutes and teachers' meetings may not profitably be accorded the librarian for book exploration.

Next to or parallel with personal investigation and selection by the librarian is *selection by teachers*. Although the school librarian may be handicapped by isolation from book centers, she is helped by close association with a group of interested experts — the teaching staff — presumably ready to make valuable recommendations out of their own experience and investigation. Faculty participation in book selection is provided for in a variety of ways. In some schools each teacher or department head hands to the principal once a year a list of desired titles which is forwarded to the librarian, after the principal's rubber stamp has been affixed in token of approval. This mechanical and inadequate method developed in the absence of expert school librarianship, and is rapidly disappearing with its growth. A far better plan moves along these lines:

The principal (or the librarian speaking through the principal) announces by bulletin or in faculty meeting that the library is about to make up a book order and will welcome suggestions of desirable titles from any member of the group. It is explained that these suggestions are to be written on order cards furnished by the librarian on request, and that recommendations may be returned to her directly or through the department head. It is suggested that the librarian stands ready to assist faculty members in compiling their lists, and to consult with them concerning material already on the shelves as well as concerning new titles with which she can undoubtedly put them in touch. It is made clear that suggestions for purchase coming from faculty members are not only welcome but are solicited at any and all times. It is also made clear that such suggestions will be considered on their merits, with due

regard to the present book collection and the funds available, and that final decision will be made only after conference between the principal, the department head or the director of school libraries, or both, and the librarian.

Aside from initiating the announcement, the librarian's part in this plan is to be ready with finding lists and suggestions when the teachers arrive. In preparation the librarian has laid by from time to time significant lists and announcements of new titles. Presumably these have been tucked into a convenient file under subject or school department. Some of them are already in the form of order cards awaiting only the approval of the teacher or department concerned. When the teacher arrives with additional recommendations there is an informal conference in which notes are compared and titles decided upon or held for further investigation.

A list for purchase prepared in this way has every chance of being the right list. More than that, the informality of the method promotes mutual understanding. The librarian gets the teacher's point of view and an intimate glimpse of classroom necessities; the teacher sees the library as a whole, learns its resources, and acquires understanding of its problems.

One thing that is bound to crop out in these conferences is the question of duplicates and classroom collections. The arguments for and against them are stated elsewhere.[9] Probably nothing will go further to iron out very real difficulties on both sides than personal conferences concerned with selection. Sometimes the teacher must have a generous number of duplicates to fit the work as organized. Here is her opportunity to make the situation clear to the librarian. Or perhaps the teacher's request for duplicates is due to lack of information concerning the many resources available and the librarian scores by richness of bibliographic knowledge.

Pupils should not be left out of selection routines. They, as well as teachers, are profitably encouraged to express their wants, their likes, and their dislikes. Perhaps the book on radio chosen by the

[9] See pages 120-21.

librarian is not one boys most covet and after conference with the faculty director of the radio club they are ready to suggest another. There are various methods for securing pupil cooperation in selection. More than one librarian has made it a policy to ask capable pupils to read and report on titles under consideration; or help may come through informal talks over the loan desk concerning books read and titles admired. Such clues are invaluable.

Gifts. To the school library come two kinds of gifts: bona-fide library books presented by interested persons or groups; and textbooks donated or transferred from other departments or schools in the system.

The first are subject to the same discriminating evaluation that characterizes the acceptance of gifts in any well-regulated library; that is, they are examined for physical suitability such as size and clearness of type, and for usefulness and literary desirability. Sometimes this is difficult, for the principal in a hurried moment may have accepted titles utterly unsuited to school uses. If a school library is under public library direction this situation is easily met, for it is the general rule that all material must be approved by the central library. Frequently gifts unsuited to school use may be accepted for the adult collection and no feelings hurt. When the library is an independent unit, the situation is more difficult and the librarian needs all her tact — first to convince the principal that gifts should not be received unconditionally and without previous investigation, and second to dispose of unsuitable books in a way to cause a minimum of friction. This can sometimes be done by securing permission of the donor to transfer the books to another library. Sometimes the librarian merely "forgets" to prepare them for circulation. The one sure thing is that books must not find their way to the shelves of the school library if they do not belong there, and it is the business of the librarian to prevent it. If gifts are retained they should always be courteously acknowledged.

The second class of gifts, textbooks offered for library use, must

also be scrutinized carefully. The general problem of free texts has been dealt with elsewhere. What we have in mind now are miscellaneous donations: an armful of free texts left over when the history department adopts a new manual; two or three titles to which a teacher likes to refer his pupils and which he wishes the library to care for; sample copies from the principal's collection.

Some of these are a welcome addition to any library, for the modern text is attractive and well written. But there is grave danger of so filling the shelves with this type of literature that the room resembles and functions as a book warehouse rather than as a reading room. It is sometimes possible to meet the problem by agreeing to handle for teachers certain texts temporarily desirable, but without treating them as library books. In other cases, the library must definitely refuse to burden itself with unnecessary luggage.

Reinforced bindings.[10] No library books receive harder usage than those in the school. It is not strange, therefore, that large numbers of school libraries report the use of reinforced binding. This may mean that the book has been resewed, or that it has been entirely rebound in buckram. The custom is to order publishers' reinforced editions or to place orders for new books with firms making a speciality of such work.[11] The cost of reinforcement approximates the discount given to libraries on the list price, so that to estimate roughly the cost of the order the librarian figures it at list prices.

Editions list. An *editions list* is exceedingly useful. This is an alphabetic card record of editions known to be desirable. The librarian beginning such a list can secure much help from editions listed preceding the fiction section of the *Standard catalog for*

[10] Drury, F. K. W. Book selection and acquisition. A.L.A., (In preparation).

[11] The following firms have a reputation for putting out excellent work: Baker & Taylor (Chivers Binding) 55 Fifth Avenue, New York; H. R. Huntting Co., 29 Worthington Street, Springfield, Mass.; New Method Book Bindery, Inc., Jacksonville, Ill.; Wagenwoord & Co., Lansing, Mich.

high school libraries, and from the juvenile catalog of the H. R. Huntting Company. It may contain two sorts of entries: the first, cards bearing at the top the name of the edition and beneath that the publisher, price, and useful notes concerning physical make-up and general desirability. The latter may be clipped from a publisher's catalog. The second form of entry is by author, the author's name being followed by title, edition, publisher, and price. Order cards not saved for other purposes may be used for such entries. When an order is being prepared, much time is saved by consulting the editions file for data.

2. **Book acquisition routines.**[12] When by virtue of the selective processes outlined above a recommended list of books has been accummulated on order cards in the library, the routine preliminary to purchase is something like this:

Bibliographic data completed. Many order cards[13] made out by the librarian after conference with teachers or on the basis of information given in a finding list are complete and ready for use as they stand; that is, they bear the author's name in correct form, the title, edition, publisher, price, and the number of copies desired. They may even have noted upon them the Library of Congress card number, the classification number suggested in the finding list, and the kind of binding — whether reinforced or not. Other cards will be inaccurate and incomplete and must be corrected and filled out — perhaps after a visit to the public library or the bookstore for full trade bibliographic information.

The search for duplication. Order cards are checked with the shelf-list and with outstanding orders to avoid unnecessary duplication.

List typed from cards. This is not an order list, for it has not yet been approved. It is a list of recommended titles arranged by

[12] The steps here given follow in general those outlined by F. K. W. Drury in his Book selection and acquisition, except where procedures must be varied to fit school conditions. The student in search of complete information on order routines is referred to Mr. Drury's book.

[13] See Drury, F. K. W. Book selection and acquisition. A.L.A. (In preparation).

subject or department, and it will have to be copied later in regulation order form. It is well to put into this list most, if not all, of the information needed later for the actual order. This is because the number of copies and the price are matters of interest to the principal and the school library director to whom this tentative list is to be submitted, and because in some cases the school purchasing agent makes up his order directly from the list. List prices should be given, the totals for each department or subject, the sum total, and an estimate of the discount.

Approval of list secured. The list is submitted to the principal for approval. If there is a school library director, it is submitted to him also. In a centralized system the librarian's responsibility may end here, the director and the central office taking charge of the actual business of ordering titles approved. In some independent school libraries it likewise ends here, the principal merely sending the list on to the school purchasing agent with such excisions as seem necessary to him, and without giving the librarian opportunity to alter her records in accordance with his decisions. This is not as it should be. It is a custom fostered in schools by lack of expert librarianship. With the coming of trained workers it can and should be modified. The proper procedure is for the principal to return the list to the librarian with his criticisms or approval. As his experience of the librarian's judgment grows, his approval of book recommendations should and does become largely a matter of form. He is too busy to keep in touch with all the details of selection and rightly leaves them to the expert employed for that purpose. Since, however, he is held responsible by the superintendent for expenditures, the librarian on her side must justify the principal's confidence by giving truly expert service.

The order completed and the books purchased. From this point on in many school libraries order routine is a matter for arrangement between the librarian and the business office of the school. Sometimes the librarian deals directly with the secretary of the

school board; sometimes with the school purchasing agent. In either case, the appearance of the first book order in the office of the official concerned should be preceded by a conference between the librarian and that official, in which conference an understanding is reached as to the *modus operandi.*

Putting through a library book order may seem to the school official unused to the intricacies of the library book trade quite as simple as ordering a hundred new geometries. Moreover, his hands are more or less tied by legalities and accepted school procedures. He is not keen to make special arrangements. The librarian must get his point of view and appreciate the limitations under which he works. Any reasonable purchasing agent is willing on his part to listen to a businesslike explanation of the problems involved in library book ordering. He may not at once be convinced of the need for special arrangements; but he probably will be after attempting for a time to handle the inevitable follow-up correspondence with its small details concerning editions, bindings, and books out of print that only the librarian is qualified to look after.

Few school libraries arrive at satisfactory order arrangements all at once; and very few ever achieve them unless the ordering is done through the public library or a central school library office. School librarians or school purchasing agents, or both working together, must adapt to school conditions as best they can the routines that serve in public libraries. The following plan has worked well for a considerable number of years in a high school library where orders must be forwarded through a general school office, and where the legal limit beyond which bids are required is $300:

Initial routines are as above; that is, *the bibliographic data are completed, search is made for duplication, the list is typed from cards,* and *approval is secured.* Beginning with the next topic, *completing the order and purchasing the books,* the steps are as follows:

(1) Order cards for titles approved are thrown into straight alphabetic order by author or by publisher, or are grouped under duplicates, replacements, and new books. See (4) below.

(2) By authority of the school business office, the librarian, acting as a deputy, selects the agent [14] from whom the books are to be purchased.

(3) The librarian communicates with the business office by telephone and secures a requisition or order number.

(4) The librarian types the order from the order cards, making two carbon copies. If it has been found that the order will run above $300 (the legal limit beyond which bids are required) the order is divided in some convenient way as: duplicates in one order; replacements in another; new books in still another. Each order is accompanied by an order number (3) to which the agent is requested to refer in billing the books.

(5) Order cards are dated and stamped with the name of the agent and filed alphabetically by author in the file for outstanding orders.

(6) The order is forwarded to the agent and a duplicate is forwarded to the central school office. The librarian retains a second duplicate for future reference.

In writing the order the librarian specifies that delivery is to be to the school and not to the central office, and signs her own name as librarian acting under authority of the school office. This determines that invoices will come directly to the library for checking and that all correspondence relative to the filling of the order will be directed to the librarian. It also saves time in delivery and assures more expert checking. Librarians have learned by experience that the average office clerk in checking a bill pays no atten-

[14] It is often a provision of state law that bids must be secured on school purchases. But the securing of bids on book orders is no more desirable in school library practice than in the public library. In the present instance it was possible to avoid the necessity for bids by keeping the orders small. Other schools may find a different method better. *If bids must be secured*, steps (2), (3) and (4) must of course be modified to suit local requirements.

tion to such matters as editions, bindings, or slightly varying titles.

From this point on the routine, with some omissions, is practically that suggested by Mr. Drury under his *Routine E*:

Book order coming in:

(a) Bill is received.
(b) Books are unpacked and checked with bill.
(c) Order card is drawn from file, working from bill.
(d) Information is transferred from bill to card (i.e., Net cost of each title and date of bill).
*(e) Bill is certified.
*(f) Entry of purchase is made in book.
*(g) Destination and other slips are placed in book.
*(h) Important additions are noted.
(i) Book is forwarded to accession desk.
(j) Each item received is checked on copy of order.
(k) Bill is approved for payment.

Each bill is approved for payment by the librarian. The name of the fund or funds is written or stamped in the lower left corner and beneath comes the librarian's signature testifying to the receipt of the items and the correctness of the bill.

(l) Bill is entered on library record of bills approved for payment.
(m) Bill is forwarded for payment.
(n) Ledger is posted (The ledger is the school librarian's cash account mentioned in Sec. II, of the present chapter).
(o) Final disposition of order card.

"The order card may be used for a permanent record in the shelf-list. An order card, however, which is not used as a shelf-list card or an accession record, after being used as a process card in cataloging or for publicity purposes may be . . . placed in a 'Decision file' for a few years until it is ultimately thrown away. Some librarians use it as a notification card, stamping upon it 'This book has come' and returning it to the one who originally recommended it."

* Many school libraries omit starred steps as unnecessary.

3. **Accessioning and discarding.** An accession record, that is, a chronological list of books added, is essential to the school library because it provides an identification number for each book and gives its source and cost. The accession *book* has been aban-

doned by many public libraries; but the consensus of opinion favors its retention in the small school library, the reason being that it is a single, basic record easily made by even an untrained person — something needed in the uncertain ebb and flow of librarians through smaller schools. Larger schools use successfully the loose leaf form, popular because it permits the typing of entries. Many have adopted the combined order and shelf-list card method or other substitutes in favor with public libraries and described by F. K. W. Drury and by Martha Wilson.[15] Library supply houses sell accession books and sheets particularly adapted to school use and simple enough to be filled out successfully by clerical assistants.

Discarding does not differ essentially in the school from the process as carried out in other libraries. Usually it is wise to secure the consent of the principal before discarding anything except obviously worn-out volumes. Discarded books must be checked off the accession book and other records and the number of discards noted for reports and inventory.

4. Periodicals.[16] Our discussion so far has concerned itself with the acquisition of books. But there remain some things to be said in connection with the acquisition of other important items. Let us begin with periodicals.

Newspapers are periodicals, but their number is so small in the school library that no special routine need be devised for their acquisition. They may be ordered direct on a special requisition furnished by the school office. When received they are checked on a periodical record card ruled for that purpose and sold by library supply firms.

[15] Wilson, Martha. School library management. 4th ed. Wilson, 1925. p. 80-81.

[16] For full discussion of periodical acquisition routines the student is referred to Drury, F. K. W. Book selection and acquisition. A.L.A., (In preparation.)

F. K. Walter's Periodicals for the small library (A.L.A., 1928) gives compactly the most needful information in regard to periodical subscriptions, including prices, publishers, and agencies. Prices and publishers may also be found in the front of the Readers' Guide.

Magazines are a more important item. Suggestive lists have been given.[17] In general, the junior and senior high school refrains from buying magazines not indexed in the *Readers' Guide*. Otherwise selection is on a basis similar to that for books; that is, after consultation with faculty members and approval by principal and library director. The order should be placed through a reputable agency known to specialize in service to libraries. This arrangement is frequently difficult to make, for local individuals and firms are persistently desirous of securing school business, and the hard-pressed school secretary or purchasing agent cannot understand why so simple a thing as a magazine order may not well proceed through these channels. If the librarian has reason to believe that competitive bids may settle the matter in favor of the more competent agency, bids may be urged. But the only real solution is a tactful and businesslike presentation of the difficulties involved to the school official in charge of ordering. Such a statement should always emphasize the fact that the librarian's time is too valuable to be spent in correspondence over indexes and title-pages, lost numbers, and incorrect subscription dates when a competent agency will take care of most of these items at no additional expense.

In placing orders it is a convenience to have subscriptions expire at approximately the same time. This date should not be during the summer vacation when the librarian is absent. Since most volumes begin in January, December 31 makes a good expiration date. Special arrangements for the *delivery of periodical mail to the library* are always desirable; during the summer they are imperative. If left in open receptacles in the school office many periodicals are sure to disappear. The box truck shown in Plate IV, p. 247, has been used in one library for summer mail, being placed in a convenient spot and suitable notice being given the postman.

All library periodicals must be checked upon receipt. Mention of a specially ruled card for newspapers has been made. A similar

[17] See p. 192-93.

card saves time when used in connection with magazines. For forms consult library supply catalogs.

5. Pamphlets, documents, continuations, and reports. The checklists listed appearing in a former chapter will be of service in ordering.[18] Since most of these miscellaneous materials are sent free upon request, a simple request form is a convenience. It may be printed on postcards. In case of government series it is sometimes easier to check and return the lists themselves to Washington, D. C. with an accompanying request letter. Where titles are of sufficient importance to be followed up, an order card or slip should be filled out. The order card should always be made for purchased pamphlets and documents, for here the routine corresponds to that for books. Except for more valuable items, school libraries do not as a rule acknowledge receipt of free material. Nor is it accessioned, except for pamphlets of sufficient importance to be cataloged.

A special word should be said about government publications. Methods for securing them are sometimes given in the checklists. But the librarian wisely remembers that there are always several channels for securing them: (1) By purchase from the U. S. Superintendent of Documents, Washington, D. C., (2) By requests sent to a senator or a representative. There is no charge for documents received through such sources but material is often slow in coming. (3) By application to the issuing department. It is impossible to say which is the most likely of the three sources. The only sure way is to try them all; or at least to keep trying until results appear.[19] A school library should never become a government depository. It would soon be buried in a deluge of unusable documents. Government publications appearing in series and other continuations coming with more or less regularity may be checked on a continuations card similar to that used for checking the receipt of periodicals. This takes less time than accessioning. Some

[18] Page 207-08.

[19] See Wyer, J. I. U. S. government documents. A.L.A., 1922. p. 12-15. (Manual of library economy no. 23.)

libraries give a class number to the series and insert the continuations card in the shelf-list.[20]

6. Borderline materials. Routines for the acquisition of visual aids and other borderline materials, as music, records, and museum objects, follow those for books, or the items are purchased as supplies, routines for which are discussed below. A simple accession record,[21] separate from that kept for books, is desirable for valuable items. Entries may be by sets or series, thus:

Accession Number	Item	Source	Cost
26	1 set Keystone Stereographs Italy and Sicily, 100 views	Keystone Co.	Gift

7. Supplies. *Order routines.* It is impossible to indicate a routine for ordering supplies for the reason that methods vary according to the routines of the public library or school system with which the school library is affiliated. The school librarian familiarizes herself with the routines of the system and adapts them to school library use. If supplies are orderd through a school office, a requisition number is almost invariably used as well as a special supply order form. It is often the rule that all supplies for the year must be ordered at a stated time.

Supply lists. As working tools for the acquisition of supplies the school librarian should have at hand the catalogs issued by reputable library firms and the printed list of school supplies issued by the local school office. In the latter will be found items common to offices and schools everywhere, and it saves time, money, and friction to use these whenever they serve the purpose. Classified lists of supplies needed in the school library and of firms from whom they may be purchased may be found in Martha Wilson's *School library management*[22] and in manuals issued by state li-

[20] Hutchins, Margaret, Johnson, A. S., and Williams, M. S. Guide to the use of libraries. 3d ed. Wilson, c1922. p. 33. (Gives form for the continuations card.)

[21] Babcock, J. W. How to handle slides and records. Public Libraries 24:377. November, 1919.

[22] Wilson, Martha. School library management. Wilson, 1925. p. 33-34. Among reputable supply firms are: Demco Library Supplies, Madison,

brary agencies. It will save much time in re-ordering if, from the very start, there is kept a descriptive supplies record. Such a record includes all necessary order specifications such as size, quality, color, etc., or gives instead the necessary catalog or stock number, thus:

SUPPLIES LIST

Commodity	Specification or catalog no.	Stock no.	Source
Catalog Cards	33025C M		Library Bureau
Ink, India	Higgins, American		Smith & Co.
Order cards	Demco	257	Demco Library Supplies
Typewriter ribbon		56	School supply list

Printing and mimeographing. Printed and mimeographed supplies are a special group. If the school has a print shop much of the library printing can be turned out at slight cost. Under these conditions it is frequently less expensive to print than to mimeograph. The librarian must always consider, however, that the work of such a shop is not as perfect as that done by library supply firms and that consequently it is not wise to employ the school shop on jobs where absolute accuracy is required, as, for instance, the cutting of catalog cards by centimeter rule. In the absence of a school shop it is well to adopt standard printed forms which may be secured through library supply houses.

III. Reports, Inventory, and Insurance

Every good business organization issues *reports*. The school library administered by the public library is required to furnish statistical reports in considerable detail. When organized as an independent unit it may be required by the school to furnish nothing except the yearly inventory. Yet records of circulation and attendance have much practical value and are wisely preserved. Whether required to or not, the enterprising school librarian from

Wis.; Gaylord Brothers, Syracuse, N. Y. and Stockton, Cal.; Library Bureau, Boston, Chicago, New York.

time to time places reports of progress in the hands of the principal. These reports should not be chiefly statistical, though a few well chosen figures are in order. They should be records of service and of plans fulfilled.[23] Their general nature has been indicated.[24] They are here again mentioned because they are an essential part of the business administration of the library.

The *inventory* must be taken every year in most school libraries. Procedure is the same as in other libraries;[25] that is, books on the shelves and in circulation are checked against the shelf-list and losses counted. The inventory can very well be turned over to a clerical assistant who may be aided by pupil checkers. In one school, inventory is taken by the clerical assistant during the spring recess.

The school librarian may be asked for an estimate of the value of the book collection for *insurance* purposes. The American Library Association *Survey* reports the basis of valuation in public libraries as ranging from 60 per cent to 100 per cent of the cost price of books. Probably the easiest procedure for the school librarian is to follow the plan of many public libraries which "estimate the value of the books at a certain amount per volume."[26] These estimates vary from fifty cents to three dollars a volume, or to larger amounts for certain classes. Some make estimates separately for different classes: for example, $1 a volume for fiction and juvenile books, $2 a volume for ordinary non-fiction, and $3 a volume for periodicals and reference books."[27]

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[23] Dana, J. C. Reports. In his Library primer. Library Bureau, c1920. p. 183-88.

[24] See p. 23.

[25] American Library Association. Survey of libraries in the United States. A.L.A., 1926-27. v. 4. p. 125-30.

Johnson, M. F. Inventory. In her Manual of cataloging and classification for elementary school libraries. Wilson, 1929.

[26] See also cost estimate for junior high school books, p. 259.

[27] Survey of libraries in the United States. A.L.A., 1927. v. 4. p. 132-36.

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American Library Association. Survey of libraries in the United States. A.L.A., 1927. v. 3. p. 276-90.
Examples of budgets and of methods of book selection.

Dana, J. C. Library primer. Library Bureau, c1920.
Illustrations and clarity of statement make this a valuable handbook for school librarians as well as for public librarians.

Drury, F. K. W. Book selection and acquisition. A.L.A., (In preparation).
A basic text.

National Education Association and American Library Association Joint Committee. Elementary school library standards. A.L.A., 1925.

National Education Association Committee on Library Organization and Equipment. Standard library organization and equipment for secondary schools. A.L.A., 1920.
Appropriations and budgets.

Pope, M. A. Some problems in budgets. In Wilson, Martha. School library experience. Wilson, 1925. p. 138-42. Reprinted from Wilson Bulletin. March, 1919.
Suggestions to schools on framing the library budget.

Wilson, Martha. School library management. 4th ed. Wilson, 1925. p. 18-29, 60-65.
Procedures in book selection and acquisition adapted to school use.

Winton, Grace. Preparation and content of a high school library budget. Detroit Journal of Education 3:439-41. June, 1923.

Questions and Projects

1. Prepare a book budget for a junior high school library with an enrollment of 1,000 and a book fund of 75 cents per pupil. You may assume that the library has been in operation four years and has a present book collection numbering 3,000 volumes.
2. Criticize the three budgets given in this chapter. Which form do you prefer, I or II? In III, do you agree with the grouping of items under 1, General operation, and 2, Books? Why?
3. Study the school library budgets given in the A.L.A. *Survey of*

libraries in the United States and any that you can find elsewhere. Then prepare an ideal maintenance and book budget (exclusive of salaries, janitor, light, and heat) for a high school with an enrollment of 1,000 and a well-balanced book collection of 5,000 volumes.

4. Write a letter to the principal suggesting the inauguration of a contingent fund. State from what source the money is to come.

5. Look over the finding lists for junior and senior high school libraries given on p. 183-85, and determine which would be most useful in preparing an actual order. Why are they most useful?

6. Which of the finding lists recommended for elementary schools would you choose for the very small library? Which would be most useful to the large library? Give reasons for your selection.

7. A high school civics teacher has asked the library to buy 10 copies of Beard, C. A., *American government and politics* for the use of 60 pupils. Make up a list of readable titles to be suggested as substitutes.

8. Prepare for the business office an order for fifty dollars worth of books for an elementary school library.

9. Prepare a form to be used in requesting free material.

10. Write a letter ordering of a subscription agency ten magazines for the Bookland Junior High School.

11. Prepare an order for fifteen dollars worth of mending supplies.

12. Collect, tabulate, and compare all available state standards for the school library book budget. What are their strong and weak points?

Chapter XI

Technical and Mechanical Processes

I. Organization for Service
   1. Simplicity as an objective
   2. Adaptation to the school situation

II. Classification and Cataloging
   1. Classification
      Adjustments of the decimal system
      The use of book numbers
      Classifiying from catalogs and state lists
   2. Cataloging
      Objectives
      Adjustments to school grade
      Unit cards
      Cooperative cataloging
      Analytics, fiction subject headings, and annotations
      Instruction signs, protection from dirt
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III. Shelf-Listing
   1. Uses of the shelf-list
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IV. Preparation for Shelving
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V. Handling Materials Other Than Books
   1. Periodicals
   2. Pamphlets and clippings
   3. Visual aids and miscellaneous material

VI. Repairing and Binding
   1. Repairing
   2. Binding

VII. Values in Organization

VIII. Printed Aids

I. Organization for Service

It is a platitude to tell librarians that the only library that serves efficiently is the organized library. But the recognition of this fact by schools is of comparatively recent date; consequently the li-

brarian called to a school position finds repeatedly that what is known as the school library is only an accumulation of books. How to get that accumulation organized while carrying on the daily routine of charging and discharging, answering reference questions, and looking after attendance, as well as finding time for reading guidance and instruction in the use of the library, is a problem to tax both strength and ingenuity. It is not surprising that there is a tendency to reduce mechanical processes to the last degree of simplicity.

1. **Simplicity as an objective.** A historical survey of library science texts and manuals designed for school use indicates that simplification has been a progressive process following the tendency towards greater simplicity in general library practice, but recently going much farther, so that now there are in print a number of brief manuals on how to organize the school library. These abbreviated brochures are intended only as life-savers for the untrained librarian in out-of-the-way communities. Where the work has been supervised by a municipal or county library or a state library agency the use of the manuals has produced excellent results, bringing to many a disorderly corner cupboard book collection some semblance of order and effectiveness. It is the custom of supervising agencies to discourage the more complicated processes like cataloging until the librarian has had an opportunity for special training, and to suggest the use of the substitute methods described in Section II, 2, of this chapter. But school folk are not familiar with this fact, and one unfortunate result of the issuance of "simple" manuals for untrained librarians has been to spread the impression that all library techniques are so devoid of intricacies as to be easily performed by anyone willing to devote a few hours to a manual.

The school librarian should not be misled by this common misconception into thinking that all school library processes everywhere should be conducted on a basis of the irreducible minimum. The librarian must keep an eye on the future. No extremely

simplified method involving the creation of permanent records should be adopted without first considering growth. The thing that counts is not the present size and status of the library, but what it is to become. There is a vast deal of difference between simplification and inadequacy. The simplest-told story is often the best told; it requires not less art, but more. The problem of the school librarian is to drop out cluttering unessentials while preserving accuracy, good form, and the information desirable for quick and effective service. It is easy to skimp on analytics, to dispense with annotations, and to classify roughly because these methods take less time. Less time in the beginning, yes. But what about the hour after school when the pupils appear *en masse* and when the librarian has no time to leaf the pages of Beard's *Our foreign born citizens* for the biography of Agassiz that should have been brought out in a catalog analytic; or to search five shelves classified as physics (530) for two books on magnetism (538).

2. Adaptation to the school situation. The point of view consistently maintained in this book has been that of the librarian in the school and not that of a central office. For example, in Chapter X there was presented an order routine for the school librarian and not for the supervisor or central office. This was not because it is considered ideal for the librarian to perform all routines; it is because any school librarian may sometime be compelled to undertake them and perforce must be prepared. More frequently than not she is "the cook and the captain bold and the mate of the Nancy brig." In the present chapter we shall assume that all mechanical and technical processes dealt with must be performed by the librarian and immediate staff. We shall also assume that the librarian is familiar with technical library processes. The problem is one of adaptation to school situations. To meet this problem appeal may be made to two sources: the practice of school libraries, and printed aids.

One who undertakes to survey either the technical routines followed by school libraries, or the publications dealing with these

routines becomes aware of discrepancies and disagreements. These occur because school library work is new; because of the process of extreme simplification heretofore discussed; because of failure to discriminate between techniques suited to one type or grade of school and not to another; and because there must always be some disagreement if progress is to be had. It is the duty of the librarian to choose from among divers practices those which seem best adapted to the local situation. In order to facilitate such choice, we shall plan to show what is common practice and what is not, and to measure conflicting usage by reference to objectives. We shall also endeavor to differentiate between procedures suited to various types of schools. Let us begin with classification and cataloging.

II. Classification and Cataloging

1. Classification. School libraries almost without exception use the Dewey decimal classification. The chief question is not, therefore, what classification shall be fixed upon, but what adaptations shall be made.

Adjustments of the decimal system. Simplification has been discussed in its general aspects. A form of abridgment commonly recommended for small schools of both elementary and high school grade carries classification to the second level only. That is, it uses the ten main groupings and but one series of divisions beyond: thus,

500 Science
510 Mathematics
520 Astronomy
530 Physics

Unfortunately, inadequate abridgments are often recommended for large schools also. These abridgments run to one or two decimals in some subjects but may in other cases, like *380 Commerce* or *530 Physics*, lack any subdivision whatsoever. And yet *380 Commerce* covers railroads, ocean commerce, canals, steam naviga-

tion, the postal service, the telegraph, and other forms of communication — all topics commonly in demand in schools and on which the large school may reasonably expect to collect a goodly number of titles. An abridgment which fails to bring out such groups is obviously a mistake. Time saved in classifying is lost many times over in use.

Presumably the agencies making these recommendations had in mind the untrained librarian. But unfortunately the method has been adopted by librarians in large schools equipped to do more adequate work. Abridgments should not be undertaken in any but the small library which is practically certain to remain small; even there it is wise to start with nothing less pretentious than Dr. Dewey's own abridgment [1] of the decimal classification. Experience has repeatedly demonstrated that libraries do not stay small. Even the most unpromising grow unexpectedly, and it is far better so to perform the initial work that it will not have to be done over again. The field for the larger school is not so much abrigment as readjustment. Following are significant readjustments reported by school libraries. Attention is also called to the modifications of the Dewey decimal classification used in the *Standard catalog*,[2] together with the notes given at the beginning of each class where these are made.

174 Vocational guidance. A favorite number. Others used are 370 and 607.

342 Constitutional history. Sometimes classified with the 900's.

398 Mythology, folklore, legends, and fairy tales. Most schools drop 292, 293, etc., and place under 398.

380's Transportation. Sometimes combined with 650's.

500's Science. Elementary schools sometimes classify with 600's.

609 Industrial history. Often with 900's.

808.8 Collections of poetry *and* prose. Some schools use for readers above 3rd grade. Those below 3rd grade classify as E (Easy books).

820 English and American literature.

[1] Dewey, Melvil. Abridged decimal classification. Forest Press, c1929.
[2] Standard catalog for high school libraries; Part I, classified list. Wilson, 1928.

821 English and American poetry.
822 English and American drama.
823 Dropped. F used instead.
824 English and American essays.
825 English and American oratory.
826 English and American letters.
827 English and American satire and humour. (This heading may be dropped and books may be divided among fiction, poetry, essays, etc.)
828 English and American miscellany.
(*Note*: sometimes 821 is used for *all* poetry except untranslated titles in a foreign language. In the same way 822 is used for all drama, 824 for all essays, etc. 821.1 may be used for anthologies; 824.1 for collections of essays, etc.)
920 Collective biography
and and
921 Individual biography.
(Variations are 92 and 920; 900 and·901; B and B.0 Subject biographies frequently go with the subject, as 759.1 for a book about the American artist Inness.)
E Easy books (grades 1-3).
F All fiction.
P Picture books. (Sometimes used for bound periodicals).

Many of these adjustments are not peculiar to school libraries but are in line with general library practice looking towards simplification. Others obviously bear a close relation to the school curriculum. Thus the three numbers used for vocational guidance are evidence of a new subject for which the decimal system made no definite provision. The time was when school librarians were urged to classify constitutional history with the 900's. But at present not many appear to be doing it, probably because the emphasis of the curriculum has recently changed. Study of the constitution is now not so much a historical survey as it is the study of government touching everyday lives. Rightly then, constitutional treatises stay with economics and sociology. The practice of placing the 609's (industrial histories) with the 900's mirrors another curriculum trend; that is, emphasis in general his-

tory courses on industrial as opposed to purely political factors. The set of the curriculum towards industrial emphasis has in some elementary schools resulted in pushing science (500) towards the 600 group (applied science and useful arts). A change which has made considerable headway is the combination of the 810's and the 820's. Originally urged on the ground of simplification, this process is receiving impetus from the direction taken by literature in the new curriculum, which is away from literary history and towards the reading of literature. The high school pupil of today ranges the shelves in search of readable essays or drama or verse and not to secure examples of the American essay or 16th century English poetry. The obvious procedure for the cataloger is to bring together all essays written in or translated into the English language, all poetry, and all drama, and not to separate them.

Of course there are dangers in adjustments on the basis of the curriculum, as librarians have found to their sorrow. The curriculum is a changing thing, subject to fads, while library records must be more or less permanent, if for no other reason than that few librarians maintain a sufficient staff to be constantly reclassifying and recataloging. So while the school library cataloger takes due cognizance of curriculum demands, she is at the same time conservative, waiting to see whether what appears to be an educational cyclone is only a passing whirlwind leaving the field of classified knowledge much as before.

The use of book numbers. The war waged in the public library field over the use of book numbers has had its repercussions in the school library, with the odds apparently in favor of abandonment, at least in the elementary library. Here, rather generally, the Cutter number has been forsaken, except, perhaps, where school classification is a replica of the public library in which "Cuttering" prevails. In many localities the author's initial appears in substitution; sometimes there is nothing at all; occasional libraries report the use of grade numbers. These latter do not

really replace the author number, but they may stand in its approximate physical location, thus: $\frac{910}{4\text{-}6}$. This indicates that the book in question is a travel book suited to grades 4-6, and helps to keep titles together for those devastating occasions when the geography teacher sends in without warning for all the books suitable for use by her class. As a device for arranging the books in the school library room it is questionable since it tends to encourage a point of view that most librarians wish to break up. But it has proven useful as a means for so grouping books in a large central collection that classroom libraries may be made up speedily.

Various manuals advocate the omission of the author number in the junior and senior high school. The arguments for abandonment are the same as those advanced in libraries elsewhere and summarized by Miss Mann:[3] time saved in getting books ready for the shelves, in shelving, and in entries on charging slips, catalog cards, and other records. The arguments for retention of the author number are also as elsewhere; a convenient symbol for charging and other records, time saved in finding books. To the latter it may be added that under prevailing crowded school library conditions pupils often find it difficult to secure access to the catalog long enough to copy authors and titles, and that even if there is no crowd it is difficult to get boys and girls to take the time to copy author and title in addition to the class number. It is apparently so much easier to copy the call number only, and if this does not include the book number, to take a chance on lighting upon the desired title when the shelves are reached. If the book is not thus located, another trip must be made to the catalog by the pupil or the librarian, thus wasting time.

Classifying from catalogs and state lists. There are in the field many excellent school library lists which suggest an approved

[3] Mann, Margaret. Book numbers and the shelf-list. In her Introduction to cataloging and the classification of books. A.L.A., c1930, Chap. VI.

classification for each title. The untrained or inexperienced librarian is often encouraged by a supervising agency to classify from these lists exclusively. But to the experienced school library cataloger these classifications are suggestive rather than mandatory.

2. Cataloging.

"We must bear in mind the fact that children have no background of experience, that they are unfamiliar with even the terms and expressions commonly known and used by adult readers, and that they are unable to classify material for themselves. Their catalog must therefore be much more an instrument of instruction than is the catalog for adult readers. . . . It must index chapters in their books . . . and lead them to stories which will tell them about Napoleon, Roland, Iceland, Indians, and any other subjects. . . . We must study their needs as well as their books so that the catalog will come within the range of their understanding and answer their demands.

"Our problem is therefore to make a catalog which shall be so simple that we can explain it to children and have them understand it; so full that it will answer not only the demands of children, but those of teachers and assistants as well, and so uniform with other library guides that the child can pass from the use of the one to the other without confusion.

. . . . . .

"In order to have the catalog supplement the school work, the cataloger must become familiar with the school curriculum. . . . The needs which come through this channel should be anticipated and met even before the actual demand must be answered, as there is little time to collect material after a whole class of children descend upon the library assistant for material on some minute subject." [4]

Objectives. When Miss Mann wrote the above she had in mind the childen's catalog. But her statements hold for the adolescent

[4] Mann, Margaret. The catalog of juvenile books. In her Subject headings for use in dictionary catalogs of juvenile books, A.L.A., c1916. p. 1-2.

Another excellent reference is Pooley, M. H. Selective cataloging for high school libraries. In Wilson, Martha. School library experience. Wilson, 1925, p. 150-55.

or high school catalog as well. Here too the catalog should be considered as "an instrument of instruction." It must run so true to form as to make transition to the adult catalog easy, for this is a step in fostering learning through books as a life habit. It must analyze books; not only because biographies of Napoleon and stories about Iceland come up in connection with school reference work, but because all boys and girls need the direction in reading which a carefully made catalog supplies. The catalog must come within the range of their understanding; that is, subject headings must not be too technical, (*Language* is better than *Philology*). And yet the catalog must not "talk down." *Aeronautics* is a word worth getting acquainted with; the good catalog does not substitute *Flying*. Since the catalog will be used by teachers, it must answer their questions: Is this the call number for the Rolfe edition of Shakespeare? Is *A Dutch boy fifty years after* an abridgment of *The Americanization of Edward Bok*, or is it a different book?

Miss Mann has suggested other points worthy of attention: the use of definite and specific terms; the grouping of material by forms and special use, as Myths, Plays, Dramatic readings. The perusal of Miss Mann's entire chapter is commended to every prospective cataloger of school library books, for it embodies an exceedingly valuable point of view; that is, the ideal of simplification combined with adequacy and correct form.

Adjustments to school grade. There should be, of course, considerable differentiation between the catalog intended for the use of the elementary school and that for the high school. The elementary cataloger may frankly follow the rules for the children's catalog; the junior and senior high school cataloger deals with a field somewhere between the juvenile and the adult. The high school catalog which is a replica of the adult public library catalog is not a success. Neither is the one which follows the children's catalog too closely. To avoid Scylla on the one hand and Charybdis on the other, good judgment and careful navigation are needed.

Study of the *Standard catalog for high school libraries*[5] will help the beginner.

Unit cards.[6] The *Library of Congress card* is a unit card. Its use has been generally accepted in larger high schools. The reasons are similar to those urged for the public library: accuracy, time saving, correct bibliographic information, suggestions for subject headings.[7] The chief objection to the use of the Library of Congress card in the high school catalog is its complexity. Information is so full as to be confusing. This objection is increasingly important as we go down the line from the senior to the junior high, and finally to the elementary school. While it may be worth while to accustom the senior high school pupil to the Library of Congress card in order to make him proficient in the use of adult libraries, it is less desirable for the junior pupil, and not at all desirable for the elementary pupil, whose touch with libraries outside of school is through the children's department with its simplified forms. Details of a simplified card form are discussed in Akers, *Simple library cataloging*, in Wilson, *School Library*

[5] Standard catalog for high school libraries: Pts. I and II. Wilson, 1928.

[6] Mann, Margaret, Introduction to cataloging and the classification of books. A.L.A., c1930. Chap. XV.

[7] Concerning the use of Library of Congress cards, a high school librarian writes as follows: "I believe that the complexity of the L. C. cards need not confuse high school pupils if some explanation is made of them through library lessons. They have been successfully used in this library even for analytics and make it possible for us to analyze much more fully than we would otherwise be able to do. We could not afford this large number of analytics if L. C. cards were not used, as the salary of an extra typist, even a student typist, would amount to much more than the price of the cards. Then too our catalog would not be as accurate nor as workmanlike. We have found that students usually ignore the bibliographic detail in fine print (though a few curious ones are eager to have it explained) and learn to recognize the call number, the author's full name (the dates on the printed card are very useful to high school students), the title of the book or the subject. The analytic written in the form of a note with inclusive paging seems easily understood as the fact that the note is typed makes it stand out from the rest of the printed card. We use large sample cards, fascimiles of L. C. cards, in teaching the use of the catalog in the ninth and again in the tenth grade." (May Ingles, Omaha Technical High School.)

Management,[8] and in a number of state manuals, to which sources the student is referred for more complete information.

The reader of Miss Mann's book discovers that libraries are writing their own unit cards which are then used as Library of Congress cards are. The process is simple: an author card having been written, as many copies are typed (or mimeographed, if the work is done in a central office for a large number of schools) as there are to be entries for the book. Svensen's *Art of lettering*, for instance, would presumably require three cards: one for the author, one for the title, and one for the subject. The first card is left as it is, for use as an author entry. To the top of the second card the title is added; to the top of the third, the subject.

This method of cataloging has very decided advantages for the school library. The librarian, having made the original card and indicated the added entries, may turn over the typing of duplicates and the addition of specified headings to a clerical assistant.

Cooperative cataloging. Unit cards, as we have seen, are in some localities typed or multigraphed by a central office. Sometimes cataloging is completed in the central office. Quite as often the central office makes and sends to the school as many copies of the unit card as appear to be necessary and leaves it to the librarian in the school to add call numbers, subject headings, and other details. This cooperative plan has decided advantages. It saves time for the librarian on bibliographic details and on copying, but allows complete freedom in the choice of subject headings and in classifying, if the latter has not already been done by the central office. Disadvantages are few if the work at the central office is carried on by a cataloger familiar with school conditions and the cards made are not replicas of elaborate entries designed for an official catalog. The idea of cooperative cataloging on a still larger scale has frequently been discussed. It would seem particularly useful in the school field. The H. W. Wilson *Standard Catalog for high school libraries* has been planned with an idea to its use as a sub-

[8] For Akers see p. 322, Wilson p. 323.

stitute for the card catalog, or as an actual card catalog by the clipping and mounting of entries. The publishers have also considered issuing the complete set of entries in card form, but apparently the demand for such service has not yet been sufficiently insistent to warrant the experiment.

Analytics, fiction subject headings, and annotations. It has already been suggested that the school library catalog of whatever grade should have an abundance of analytic entries. Once a child has learned to use the catalog he develops surprising confidence in its possibilities and consults it for every subject, little or big. But knowledge being not very well classified in his mind, he looks for a specific topic. Also, he is very easily discouraged. He tries *Bridges* rather then *Mechanical engineering* and it may never occur to him that a book on the latter might contain the former. To be sure, the cross-reference card is there to tell him. But he just doesn't see it. An analytic for the chapter on bridges is needed.

Subject headings for fiction should be freely made in high school libraries. Headings for historical fiction are especially useful, but such headings as *Animals — Stories, Dogs — Stories, Detective and mystery stories, Football — Fiction, Aeronautics — Fiction* are useful as aids to reference work in school libraries where the librarian is often too rushed to consult bibliographies. In addition to these headings for fiction, each individual library will have special headings to fit its specific needs and it will always be influenced by the school's curriculum. This last is a possible objection to centralized cataloging; at least unless the individual librarian is always able to make additional cards to fit special needs which are not evident to even the most efficient central cataloger.

Annotations are valuable in any catalog; but they are supremely so in one intended to encourage self help. Something to indicate whether the discussion is simple or technical; a clue as to readability; a note connecting the author with another book the boy or girl knows; a statement as to contents — these are the things that

help, and these should be provided as far as the librarian's time permits.

Instruction signs, protection from dirt. Instruction signs should be provided both within and without the catalog. Library supply firms sell cards headed "How to use this catalog" containing instructions suited to practically any library. Larger cards may be posted on or near the catalog case and smaller colored ones may be inserted at intervals in the trays themselves.

A catalog likely to be subjected to constant fingering by not too clean hands requires that attention be given to many small but important items. For example, red-top catalog cards show soil less than white cards. Projecting portions of guide cards may be brushed with white schellac.

Substitutes for the card catalog. Cataloging is not a job for the tyro. Recognition of this fact has led careful supervising agencies to discourage the preparation of school catalogs by non-professionals. A number of ingenious substitutes have been suggested, chiefly for the isolated small school where the librarian is untrained.

(1) *Checking printed lists.* These may be classified and indexed lists issued by the central agency or the library itself. Or the library may use the *Standard catalog* in its two parts, checking titles owned.

(2) *Cutting up and mounting entries from printed catalogs.* This has been suggested in connection with the *Standard catalog* above. Several copies of the printed catalog may be used, subject headings being added to duplicate cards.

(3) *The shelf-list.* Being a classified record, the shelf-list is of value in determining what subjects are covered by books in the library. When used as a catalog, the shelf-list should be provided with subject guides. Thus: 822 — Drama; 973 — U. S. History.

(4) *The accession record.* This is the initial record made, and in the rural school may be all the librarian has the time or the skill to prepare.

Decision as to which of the above substitutes shall be adopted depends upon conditions. No. (1) works well in states where schools purchase largely from recommended state lists. No. (2) does not seem to have been widely tried. No. (3) is a serviceable method frequently used. If the librarian wishes to go a step further and prepare on cards an author and title *index*, the library will have the elements of a simple catalog without its intricacies. In regard to No. (4) it may be said that only in very small libraries such as may be found in rural schools does the accession book have value except as a business record. It is a stretch of the imagination to consider it as a catalog; but it is a basic and essential record which is wisely urged as a substitute upon ambitious teachers obsessed with the idea of cataloging.

Methods like the above, together with variations and combinations, may be found in printed manuals and mimeographed instructions issued by a number of state school library agencies. Examples are Oregon and Minnesota. It is not the purpose at this point to go extensively into the question of state aid and supervision. But the professionally trained librarian in the school is constantly approached by principals, teachers, and part-time librarians from smaller and less favored communities who wish to know what to do to organize a library. For some reason cataloging seems to be the process uppermost in their minds. If the librarian is to be helpful, she must know what to suggest. Hence this brief discussion.

III. Shelf-Listing

This important process has been taken for granted in the preceding pages. The manner of preparation and the uses of the shelf-list are indicated by Miss Mann.[9] The school library shelf-list is not different from that of the small public library kept on cards.

1. Uses of the shelf-list. Uses as outlined by Miss Mann

[9] Mann, Margaret. Book numbers and the shelf-list. In her Introduction to cataloging and the classification of books. A.L.A., c1930. Chap. VI.

are: (a) as an aid to the classifier, (b) as a classified catalog, (c) as an inventory record, (d) as a measuring stick for the book collection, (e) as a historical record, (f) as an insurance record, (g) as a source for subject bibliographies.

2. Combination records. In some larger schools the accession book has been discarded, the shelf-list becoming a combination shelf and accession record. In such cases cost, source, date of purchase, and the accession or copy number are added to the shelf-list to complete the accession record.

School libraries have experimented successfully with a combined order and shelf card record. In this plan the class and accession numbers are added to the order card, which is then filed with the shelf-list. If, before the cards are filed, the number of entries is counted and noted on a tally sheet, the library may be said to have achieved a combined order, shelf-list and accession record.[10]

3. When to shelf-list. Under the unit system recommended for cataloging, the shelf-list card is typed along with catalog cards because it has the same form. But it frequently happens in the school that books should be put into circulation before there is time for cataloging. In such cases the books may be classified and shelf-listed, and the shelf-list cards kept in a separate file until there is opportunity for cataloging. This is a short cut well worth considering, for one of the criticisms most frequently leveled at the librarian in the school is that she holds up books — it seems to the teachers unnecessarily — until complete records are made. At the risk of extra work and occasional confusions the librarian does well to take account of the teacher's criticism and to get new books into circulation with a minimum of delay.

IV. Preparation for Shelving

1. Mechanical preparation of books. The mechanical processes involved in the preparation of school library books for

[10] Drury, F. K. W. Accession records: Routine Book selection and acquisition. In his The selection and acquisition of books. A.L.A. (In preparation).

the shelves follow best practice as exemplified in small public libraries; or, in case the school library is affiliated with a public library, the practice of that particular institution. These processes are covered in detail by Mr. Drury in his *Selection and acquisition of books*.[11] If the school library is being reorganized, old books must be sorted and useless or worn-out volumes discarded. Of those remaining, some are sent to the bindery, some are laid aside for cleaning and repairs, and others in good condition are, after old labels have been removed, segregated for treatment like new books. The treatment of new books involves cutting the leaves; adding marks of ownership in one or more places; providing and installing the essential appurtenances of the charging system, such as book cards, book pockets, and date slips; and marking the call numbers in the proper places, especially on the back of each of the volumes.

In school libraries, marking the ownership ordinarily consists in stamping with a rubber stamp on the edges as well as inside the book; and marking the call number on the back of the book is accomplished by lettering directly on the book and not by attaching labels which offer too many temptations to industrious pocket knives and meddling fingers. New books are not often collated, but mechanical preparation may include careful opening.

It is obvious that some of these processes are among the simplest carried on in the library and that, better than most, they may be turned over to pupil assistants. The careful opening and cutting of the pages of a boxful of new books may become a rare privilege as well as an educational opportunity; the removal of old labels and the cleaning of soiled books may be performed as a school service project. Stamping, pasting, writing book cards, and marking represent an ascending scale of skills most of which may be satisfactorily acquired by pupils working individually or in groups of two or three if the librarian has time to teach and to supervise.

[11] Drury, F. K. W. The mechanical preparation of books and other accessions. In his The selection and acquisition of books. A.L.A. (In preparation).

Shoddy work should not and need not be tolerated. Even though pupils volunteer for such jobs they should be held for capable performance; otherwise both pupils and libraries are losers.

2. **Preparation of the shelves.** This, too, follows best library practice. Plentiful labels are made or purchased both for the shelves and for the tops of cases. This is exceedingly important in an institution where self-help is the ideal.

V. Handling Materials Other Than Books

1. **Periodicals.** *Current issues* should be stamped with an ownership mark and provided with temporary binders such as are offered by library supply houses, or which may be made by protecting the issue with thin cardboard or strong craft paper. Not to protect magazines is foolish economy, for any periodical worth subscribing for is worth conserving for future use. If magazines are to be circulated, book cards and book pockets are usually provided. Protective coverings can be made attractive by pasting the picture cover of the magazine over the binder.

Back issues are the real problem in the school library. It is generally assumed that those indexed in the *Readers' Guide* should be preserved. But for how long and how? Experience in high school libraries indicates that periodicals more than ten years old are seldom called for, but that those issued within that period are in steady demand in all institutions where there is any pretense of adequate reference work. There is something wrong with the school that reports no use of non-current periodicals. The library has neglected to subscribe for the *Readers' Guide*, proper instruction is not being given, or magazines are not being cared for in a way to encourage use.

There is a tendency to discourage permanent binding. When this is urged purely on a basis of economy it is a question whether, except in the case of the very small or the elementary library, it is not false economy; that is, saving money at the expense of

service. If, however, the argument is that more pupils can use simultaneously issues not bound but preserved separately in pamphlet boxes or vertical files, the situation is different, for treatment should always be based on service. It must be remembered, however, that to preserve magazine files for ten or even five years without binding requires much space and considerable equipment and plenty of mechanical help to make them available and to keep them in order, and that when unbound they wear out very quickly and are readily stolen.

In the elementary library not nearly so many indexed titles are available as in the junior and senior high school, and use is different, especially in the lower grades where magazines stand in the same relation to the work as "Easy Books" and picture books — they are primarily for the stimulation of reading. When the third grade class comes in for its library hour it should be possible to distribute magazines as well as books. Heavy bound volumes are out of the question. But the upper grades of the elementary school are beginning reference workers. Hence bound volumes of *St. Nicholas, Nature Magazine,* and the *National Geographic* are not amiss.

2. Pamphlets and clippings. "A *pamphlet* is a printed work consisting of a few sheets of paper stitched or sewed together but not bound. It is now generally defined as having from eight to about one hundred pages. It may have a thin paper cover. The stiffer the cover, the more a pamphlet approaches a book. A pamphlet really becomes a volume when bound singly and treated as a book." [12] As thus defined, pamphlets are distinguished by their greater bulk or length from broadsides, leaflets, and clippings.

Many public libraries give distinctive treatment to important pamphlets, caring for them separately from other related materials which are sent to the vertical (information) file. Briefly, the method is to assign a class number to the pamphlet and to place

[12] Drury, F. K. W. Book selection and acquisition. A.L.A., (In preparation).

it in a pamphlet box bearing the corresponding number.[13] General reference to the box is made in the card catalog by the use of a card bearing the subject heading and reading "For additional material on this subject see pamphlet box, class number —." The box is shelved with books of similar classification and the whole results in an arrangement like that of the *Standard catalog*, which is in so many ways a model. It is even possible to go a step further, adding to the class number an accession number, a box number or symbol, or the subject. This makes it easy for the reader to discover for himself a particular pamphlet. With such a plan it is possible in the school library to prepare a bibliography referring, for instance, to *The use of walnut in modern furniture*,

$$\begin{array}{lll} \text{(Pam. } \frac{684}{75}\text{)} & \text{or (Pam. } \frac{684}{B}\text{)} & \text{or (Pam. } \frac{684}{\text{Furniture}}\text{)} \end{array}$$

thus facilitating self-help on the part of the pupil far more than the indefinite note commonly added to the bibliography, "Consult further the information file."

It goes without saying that only important or much-called-for pamphlets justify the time thus spent in preparation, and that all except such titles should be slipped into the vertical file with other ephemeral material. In actual practice, not many school libraries take the trouble to handle pamphlets as such outside of the vertical file. Instead, a subject heading is assigned and the pamphlet is inserted in the file along with clippings. Once again it is wise to weigh time saved in preparation against speed and self-help in service. It is quite possible that the first requirement has, in practice, unduly overbalanced the second.

The vertical file for *clippings* (the information file) is so consistently mentioned in all school library literature that there can be no question either as to the usefulness of clippings or as to the favorite method of treating them. The only questions are, how

[13] Wilson, Martha. School library management. 4th ed. Wilson, 1925. p. 102.

shall clippings be prepared for insertion in the file and how arranged there?

All materials placed in the information file require stamping and marking. Since dictionary arrangement is generally accepted for school library files, the mark used is a subject heading obtained from the *Readers' Guide* or *Subject headings for the information file*.[14] The school librarian's time must be saved through simplification of marking and arrangement. Inevitable hard usage must be prepared for. Other essentials are economy, both of space and of materials; ease in filing; and usability.

Until the school librarian has learned by experience that a particular clipping or type of clipping will be subject to heavy demand, it is unwise to take the time for mounting. Insertion in an envelope or folder will do. A simple plan for preserving leaflets approaching pamphlet size is to have sewing classes stitch them into folders of manila paper. The paper is merely folded over the leaflet, and a line of coarse sewing-machine stitching is run one-fourth inch from the fold. If the library has access to a stapling machine this may be used instead. A device for economizing space is to insert a stationary lengthwise partition in the $15\frac{1}{4}$ inch wide vertical file. This allows for two rows of material. The file thus arranged will take most pamphlets standing, and thinner materials can be folded if necessary. In many schools mimeographed copies of poems are in demand. These can be inserted in a fold of manila paper bearing on the inside the necessary charging appurtenances. A useful way of keeping together clippings on one subject is to paste a "U-File-M" strip[15] in a manila cover and mount the clippings on the strip. This is quicker than mounting each clipping (or several) on a sheet, and economizes space in the file. Other devices will occur to the librarian along with experience and observation. Titles to be read in this connection are:

[14] Gould, H. F., and Grady, E. A. Subject headings for the information file. (Modern American library economy series.) Wilson, 1925.

[15] U-File-M Binder Mfg. Co., Syracuse, N. Y.

Cook, E. L. The vertical file in the small library. Wilson Bulletin 3:131-35. November, 1927.

Dana, J. C. Pamphlets: information file. In his Library primer. Library Bureau, c1920. p. 137-48.

Ovitz, D. G., and Miller, Z. K. A vertical file in every library. Library Bureau. n.d. Also in Wilson Bulletin 2:163-68. January, 1924.

Walter, F. K. Fugitive material: how to save it and make it available. Public Libraries 29:497-98. November, 1924.

Wilson, Martha. School library management. 4th ed. Wilson, 1925. p. 101-03.

3. Visual aids and miscellaneous material. *Prints*, spoken of in most school library manuals as *pictures*, are the commonest of the visual aids stored in the library. The usual arrangement is alphabetic. Some schools find it an advantage to divide the collection first into broad general groups such as Animals, Artists, Castles, Costumes, and then to provide for subsidiary alphabetic arrangement under these main headings. Prints of value and any in steady demand are mounted. Those clipped from magazines may be dropped unmounted into envelopes. Mounts should be inexpensive. "Construction paper," or craft paper, available in most school supply offices, is inexpensive and attractive. Some school libraries file prints and clippings together to save looking in two places. Others prefer separate files.

More detailed information in regard to the care of prints and other miscellaneous materials may be found in manuals listed on pages 323-25 of this chapter and in articles appearing in such publications as the *Visual Education Magazine* as well as in library periodicals. A valuable list of subject headings is included in Dana, J. C., *The picture collection*.[16] Two periodical articles worthy of attention are:

Babcock, J. G. How to handle slides and records. Public Libraries 24:377. November, 1919. (Methods of accessioning, cataloging, and circulating.)

[16] See Bibliography, p. 323.

WITMER, E. M. The school picture collection. Library Journal 50:295-97. April 1, 1925. (Sources, directions for mounting and filing, circulation, and maintenance.)

Mr. Drury [17] has summarized the chief points in the care of these materials, as follows. The school library may substitute "subject heading" for "call number" where indicated.

"*Maps and plans* . . . are generally most conveniently placed in folders and filed in a vertical file. Marks of ownership should be placed on them and the call number [subject heading] written where it can be readily compared with the entry on the folder. . . .

"*Manuscripts* are best handled by being made up in book or portfolio form and treated as if a regularly printed volume.

"*Plates* from which prints are made are best kept in shallow drawers. . . .

"*Music* may be treated as books, or kept in a vertical file. The mechanical preparation is little different from that for books and prints above.

"*Rolls* for player-pianos are best kept in the original boxes and stored on shelves with one end facing out. The call number is placed on the end of the box. Marks of ownership, accession or serial number, and call number are all placed on the roll itself. A book card with call number, composer, title, and accession number accompanies each roll, if they are to circulate.

"*Records* for phonographs may be stored in various ways. The simplest is to keep each in its original paper cover with the circular center exposed, and to file them on edge with frequent partitions to keep them upright. Another good method is to keep them in albums which would then stand as books on shelves or in a cabinet. A third method is to use a vertical file, while another is to have especially designed boxes for the records. On each record the call number and the accession or serial number should be placed on a label pasted in the center circle. It is also possible to inscribe these in this space with the hot point of an electric or heated stylus. The call number and identifying data should also be placed on the containing folder so that each record

[17] Drury, F. K. W. Selection and acquisition of books. A.L.A., (In preparation).

may be returned to its proper place. The color-band system [18] can also be used effectively here.[19]

"*Films* of motion-picture reels should be kept and stored in the metal boxes in which they are sent out. They are best marked by painting the call number on the edge of the box. Reels stand either on edge, or flat. If on edge, two parallel rods are better than a shelf, but few libraries as yet have provided such special equipment. Films of photographs are easiest filed in folders and kept in vertical files. Glass negatives are stored in pasteboard boxes.

"*Slides* for stereopticons are usually stored in slotted boxes or trays. The call number should appear on each, together with a title and the accession or serial number.[20] The method requires that each slide be lifted out and held to the light. A much more convenient arrangement for finding the slides wanted is a frame which holds about sixty slides in such a way that all may be held to the light at once and the desired slides chosen. Such a frame, sliding into a cabinet with others, stores from twelve hundred to fifteen hundred slides for quick reference.[21] These slides should likewise have call numbers, and be arranged in the frames by them.

"*Museum objects* should have a mark of ownership and a label with a call number on some part. This is not possible for medals and coins, but these marks should be on all containers."

VI. Repairing and Binding [22]

1. Repairing. Purchasing books in reinforced bindings [23] is

[18] Dana, J. C. Library primer. Library Bureau, c1920. p. 146-48.

[19] Suggestions for cataloging may be found in Wallace, Ruth. The care and treatment of music in a library. (Committee on cataloging, Contribution no. 1.) A.L.A., 1927. p. 54-57. If the library keeps the records of one company only, Victor records, for instance, it may be quite sufficient to accession and then check records owned in the Victor catalog.

[20] Some libraries will prefer to group in boxes by subject and to use an accession or serial number only.

[21] Such cabinets are made and sold by such firms as Prof. G. S. Moler, 408 University Avenue, Ithaca, N. Y., as the Moler sectional lantern slide cabinet, and the Multiplex Display Fixture Co., 918 North 10th St., St. Louis, as the Multiplex slide cabinet.

[22] A comprehensive report on the methods and materials used by public libraries may be found in A survey of libraries in the United States. A.L.A., 1926-27, v. 4. p. 141-85.

[23] See p. 280.

the best method for cutting down repair work and many schools consistently buy in such bindings.

It is the custom of some central school offices supplying free texts to send out repair crews who visit school buildings at stated intervals and repair the accumulation of damaged books. Were these crews made up of skilled workers and were their visits frequent enough, the plan would offer distinct advantages to the library, as does also the plan which provides for all serious repair work in a central station. But as a rule such work is not up to library requirements and is too infrequently done. For the most part school librarians must repair their own books with such aid as they can secure from mechanical assistants whom they train and supervise. Experiments have been made with turning over repairing to untrained groups of pupils; but this is seldom a success. Excellent book repairing is an art, and damages resulting from unskilled labor are irreparable because they leave the book unfit for rebinding.

The school librarian is under constant temptation, if not pressure, to use regular school supplies in repair work, since these are easily available and often less expensive than library supplies because bought in quantity. There is no reason why they should not be employed *when they are up to library standards*. Unfortunately, many are not. Paste is cheap and cracks; paper is stiff, and the cloth furnished for backs is neither soft nor durable. If the librarian does not know what the standards are, recourse should be had to some manual in library repair work like the one recently issued by the American Library Association.[24] There is no reason for employing either poorer materials or less skill in the school than in the public library. Alibis based on the quantity of mending and infrequency of binding are no more acceptable in one place than in the other.

2. **Binding.** Binding is a bugbear to many school librarians

[24] American Library Association Committee on Bookbinding. Care and binding of books and magazines. A.L.A., 1928.

who must arrange for it independently of a public library or a central school library office. Lucky is the one whose responsibility is ended when the book has been removed from circulation and sent in to the central agency. Among the difficulties encountered by the independent worker are these: The presence of a school bindery which does not do satisfactory library work but which must still be patronized; binding provided for but once a year; insufficient help with which to accomplish adequate preliminary checking, especially in the case of periodicals. Such a worker may gain some consolation from the fact that the situation does not differ greatly from that of the librarian in the small public library. Problems are nearly identical. So, too, are routines, for which the school librarian may well go to a simple manual. A routine involves:

A. For Books

1. A preliminary "once-over" to ascertain whether the book is worth rebinding.
2. The tying together of volumes or sets.
3. Preparation of specific instructions for the binder covering call number, correct form for author and title, volume number.
4. Preparation of a checklist.
5. Letter of general instructions to the binder.
6. Packing.

B. For Periodicals

1. A preliminary "once-over" as for books.
2. Collation — not page by page, but month by month, with search for title pages and indexes. Search must also be made for missing numbers and steps taken to replace them.
3. Arrangement in volume order and tying up.
4. Preparation of specific instructions for the binder; that is, volume, date, correct form for title.

5.
6. } Like 4, 5, and 6 of A.
7.

Added to this routine is the necessity in the school for securing

an order or requisition number, or arranging for transmission of the books and letters of instruction through the central school office. The ideal is to send books to the bindery as fast as they go to pieces so that they may not be kept long out of service. But in the school this is seldom possible. Binding should, however, be sent out at least twice per school year, say at Christmas time and in the summer. This distributes the labor of preparation, and catches books that are returned from many quarters just before a vacation, putting them in the hands of the binder at a time when they are not needed for service. The binder may be instructed to hold summer binding for fall delivery so that the librarian may be on hand to do the checking.

Binding has been experimented with as a crafts project in schools where bookbinding is taught as a regular subject in the curriculum. But there are a good many snags. One is uncertainty. Nobody knows in advance how many pupils will be in the class, how fast they will work, and at just what time in the year actual binding may be undertaken. In the meantime, books which should be in service pile up. Another difficulty is uneven workmanship. Altogether this plan is not recommended although it may serve when a better method is not possible.

The materials of binding have been subject to library experimentation for years with results that may be had in detail from the published reports of the American Library Association. For the school librarian the outstanding point is that buckram is to be preferred to leather because it wears as long as books are fit for service, and costs less. The colors chosen should be varied, bright, and attractive.

VII. Values in Organization

We are nearing the end of a very long chapter. Together with Chapter X on Business Practice it makes up what may be considered the organization routine for the school library. Asked the first step, a state school library worker replied, "First you put on

a big apron." [25] There is a good deal of the big apron, of money bags, of paste, of ink, and of the clerk's pencil in what we have been discussing. In many minds these constitute the complete and obvious whole duty of librarians, barring circulation. The reader of this book will have no such delusions. But it is true that organization is basic; that the good school librarian must make up her mind to spend many an hour in the big apron, busy with paste and glue, and with ledgers and cards and ink-pots. This done she may better sell to eager boys and girls "the gift of wings" and to thirsty teachers the wine of new ideas bubbling from books.

VIII. Printed Aids

What printed aids should be found in the school librarian's tool-chest? That is, what printed manuals and process books are helpful or essential in carrying out technical and mechanical processes already discussed? The answer will be found in the appended list of books and pamphlets on school library economy. Under A are titles regarded as basic regardless of the size of the school or its grade; B contains titles valuable to all grades, but used chiefly by larger libraries; C covers volumes basic in particular grades such as elementary or high school; D is an enlargement of C for the school with more money to spend; and E is made up of titles useful all along the line and possible of acquisition by any library because issued gratis or at very slight cost. Tools for book selection have been listed in previous chapters. The only ones repeated here are titles like the *Standard catalog for high school libraries* useful in classification and cataloging because of the inclusion of class numbers, subject headings, or L. C. card numbers.

Books and Pamphlets on School Library Economy

A

Fundamental Titles for all Libraries

Akers, S. G. Simple library cataloging. A.L.A., c1927.

[25] See p. 417.

American Library Association Committee on Bookbinding. Care and binding of books and magazines. A.L.A., 1928.

Combines in one pamphlet and in revised form four publications issued separately besides three new articles.

The Booklist. A.L.A., (monthly).

Contains class numbers and subject headings for new books.

Dana, J. C. The picture collection; rev. by Marcelle Frebault. 3d ed. (Modern American library economy.) Wilson, 1928.

Dewey, Melvil. Decimal classification. N. Y., Forest Press, c1927.

or

Abridged decimal classification. N.Y., Forest Press, c1929.

or

Outline decimal classification. N. Y., Forest Press, c1921.

The first title is recommmended for the large high school library, 5000 volumes or over. The second is for the smaller high school and for the junior high and the elementary school. The *Outline* is for the very small junior high or elementary school and may be dispensed with if a well-classified list is available.

New York State Library. References on school libraries, 1920-26. (Bibliography Bulletin 78.) University of the State of New York Press, 1927.

Wilson, Martha. School Library management. 4th ed. Wilson, 1925.

Covers all phases of school library economy. Includes an abridgment of the decimal classification designed for small schools.

State school library manuals and lists. (The manual for the state in which the library is located is of first importance.)

B

Helpful to All

American Library Association. Catalog rules. American ed. A.L.A., 1908.

Coutts, H. T., and Stephen, G. A. Manual of library bookbinding practical and historical; introd. by Douglas Cockerell. London, Libraco, Ltd., 1911.

Cutter-Sanborn. 3-figure alphabetic order table. Library Bureau.

Large libraries may use three figures where necessary. Small ones may drop all but one or two.

Dana, J. C. Library primer. Library Bureau, c1920.

GOULD, H. F., and GRADY, E. A. Subject headings for the information file. (Modern American library economy series.) Wilson, c1925.

(*Note*: Subject headings used in the Readers' Guide will serve the purpose in most school libraries.)

C

Essential to Special Grades

(E: Elementary library; J: Junior High; H: Senior High)

AMERICAN LIBRARY ASSOCIATION. A.L.A. List of subject headings for use in dictionary catalogs. 3d ed., rev. A.L.A., o.p. (H).

or

SEARS, M. E. List of subject headings for small libraries. 2d ed. Wilson, 1926. (J and H).

Children's catalog; ed. by M. E. Sears. 3d ed., rev. and enl. Wilson, 1925. (E).

May be had in a large edition containing 4100 titles or in a smaller edition of 1200 titles. Some elementary schools follow the headings here given instead of those in the Mann list.

MANN, MARGARET. Subject headings for use in dictionary catalogs of juvenile books. A.L.A., c1916. (E and J).

Standard catalog for high school libraries: ed. by Zaidee Brown. Pt. I, Classified list; Pt. II, Dictionary catalog. Wilson, 1927-28. Also Supplement, 1926-1928, 1929. (J and H).

Valuable for class numbers, subject headings, L. C. card numbers. Pts. I and II may be purchased in one volume or bound separately. The supplement is free to those who have purchased Pts. I and II.

D

Helpful to Special Grades

AMERICAN LIBRARY ASSOCIATION. A.L.A., Catalog 1926. A.L.A., 1926. (H).

JOHNSON, M. F. Manual of cataloging and classification for elementary school libraries. Wilson, 1929. (E).

WISCONSIN STATE PUBLIC INSTRUCTION DEPARTMENT LIBRARY DIVISION. Organization and management of elementary school libraries in Wisconsin. Dept. of Public Instruction, Library Division; Madison, 1926. (E).

WISCONSIN UNIVERSITY LIBRARY SCHOOL. Apprentice course for small libraries. A.L.A., 1917. o.p. (J. and H).

Useful in training mechanical and clerical assistants.

E

Free or Low Cost Publications

AMERICAN LIBRARY ASSOCIATION. Books and pamphlets on library work. Latest ed. A.L.A.

This lists all A.L.A. publications.

Bookcraft. Gaylord Brothers.

LIBRARY OF CONGRESS. Card Division. Handbook of card distribution. 6th ed. Government Printing Office, 1925.

Information for ordering L. C. cards.

LIBRARY SUPPLY HOUSES: Catalogs:

Demco Library Supplies, Madison, Wisconsin.

Gaylord Brothers, Syracuse, N. Y.

Library Bureau, Chicago and New York.

(For more extended list of supply houses see Wilson, Martha. School library management. Wilson, 1925, p. 34-37.)

MILLER, Z. K. Better methods and materials in book-mending. Library Bureau, 1924.

——— How to organize a library. Library Bureau.

OVITZ, D. G., and MILLER, Z. K. Vertical file in every library. Library Bureau.

The Red Book. Gaylord Brothers.

Wilson Bulletin. Sent free to school librarians on request.

QUESTIONS AND PROJECTS

1. Compare and criticize several simple manuals on school library organization, considering the following points: Is the advice given suited to all types and sizes of schools? If not, is it made clear for whom the manual is intended? How would you make it clear?
2. Do you agree with the selection of fundamental titles for the school librarian's tool chest as given on p. 322-23? What would you add? What would you leave out?
3. Critically examine and criticize one title from each of the following groups on p. 323-25: B, C, D, and E.
4. What changes in Decimal numbers not listed on p. 300 have you found recommended for schools? What pitfalls are involved in all such changes?
5. Would you favor the use of book numbers in a school collection of 1000 volumes? 5000 volumes? Why?

6. What abridged classification scheme contained in a manual for school libraries do you like best? Why?
7. What published list or catalog do you consider provides the most useful cataloging aid for the high school librarian? The elementary librarian?
8. Would you use the following as subject headings in (1) a senior high school catalog; (2) a junior high; (3) an elementary school: taxidermy; numismatics; stamp-collecting; chickens; ethnology? Give reasons.
9. Which do you consider preferable in the independent high school library: Library of Congress cards or unit cards made by the librarian? Why?
10. What are the advantages in central cataloging carried on for the school by the public library? The disadvantages? How can the latter be met?
11. Which of the recommended substitutes for the card catalog do you think best for the small library? Under what conditions?
12. What objections can you see to using the order card for a combined shelf and accession record?
13. If you received in the fall 300 new books which you could not hope to get completely cataloged before Christmas, what would you do with them?
14. Mention ten periodicals on the high school list in Chapter VIII, Sec. II, which are suitable for binding; more suitable for clipping; best taken care of as individual pamphlets. Give reasons in each case.

Chapter XII

Attendance and Circulation

I. The Significance of Attendance Programming
II. Objectives in Programming
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  2. Opportunities for assigned reading and reference
  3. Opportunity for the circulation of books
  4. Opportunity for library instruction
  5. Provision for pupil accounting
  6. Access without overcrowding
  7. Attendance before and after school
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III. School Organization as a Basis for Programming
  1. In the elementary school
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  1. Scheduling by class or platoon
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V. Devices for Limiting and Checking Attendance
  1. Limiting Devices
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  1. Classroom charges
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XII. Rush Hour Devices
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Part I — Attendance

I. The Significance of Attendance Programming

The method of programming library attendance in any particular school is an index to the theory of library service held by those responsible, modified only by adequacy of housing and equipment. Conversely, knowing the theory of library service, we may judge what will be the prevailing temper of arrangements for library use. That conception of the library which limits its function to the storage, care, and circulation of books exhibits itself in restricted attendance; the idea that the chief responsibility of the library is to make available the collateral reading and reference aids listed in teachers' bibliographies leads to limitation by means of teachers' permits; the notion that the library is a literary laboratory chiefly concerned with the enrichment of the reading curriculum leads to scheduling by reading or literature classes. The theory underlying our objectives, that the library is all these and much more, leads to provision for voluntary attendance in the junior and senior high school and to the scheduling of library hours devoted to free reading and other literary activities in the elementary school. Every significant program for library service is made or marred by the way in which attendance is planned.

II. Objectives in Programming

Any well-ordered program makes provision for free reading and exploratory activities; for opportunity to pursue assigned reading; for the circulation of books; for library instruction; for pupil accounting; for universal pupil access without overcrowding; for attendance before and after school and during intermissions; and for the technical work and relaxation of the librarian. An objective open to criticism is provision for the use of the library as a study hall.

1. Opportunties for voluntary reading and exploratory

and social activities. It is in line with the modern trend in education to provide opportunities within school hours for boys and girls to use the library voluntarily, or as nearly so as the organization of the school will permit. We shall see later that in the high school attendance may be entirely without compulsion, the pupil choosing for himself whether he will remain in the study hall or go to the library. Because of the organization of the elementary school, attendance is not often of the pupil's own free will; he is scheduled. But activities during his library hour or period may be voluntary. He is placed in the presence of readable books and magazines, and through suggestion and example is encouraged to read, to explore library resources at will, or to join in library games, dramatizations, story hours, and lessons on the use of library tools. Or he may engage with others in working out a project. The good librarian is always careful to leave a large element of choice. In the elementary library, for example: "And now each may choose a book or a magazine to read," or, "Those who are tired of reading may gather in front of the fireplace for a story"; or, "John is going to run a picture reel through the lantern and all who wish to see it may come over here with us."

2. **Opportunities for assigned reading and reference.** Pupils may find difficulty in making use of the library for assigned reading and reference if it is open for but a few hours a day or week, because these periods may not correspond with the pupils' vacant periods. Up to the limit of the school's financial ability, therefore, it should keep the library open under the supervision of a librarian. It is possible, of course, for teachers to come to the library with their classes and to conduct what amounts to a supervised study period without the aid or presence of a librarian. But this has numerous disadvantages: other pupils are shut out; the library loses its drawing power because it becomes in effect a classroom; the room itself falls into physical disorder as does a house without a housekeeper.

3. **Opportunity for the circulation of books.** It may be

possible to care for circulation before school and after school. But this gives little chance for personal guidance, since the pupils come in crowds. The leisurely choice of reading material during the pupil's library period plus the opportunity then given to have the book charged while interest is at its height is far more desirable. This again suggests freedom of attendance, or at least, the scheduling of free reading periods when pupils may browse and receive the aid in selection which should always go hand in hand with the actual issuance of books.

More than this, provision is wisely made for the lending of books at any time when school activities or the exigencies of study suggest their use. The time for Mary White, Senior B, to withdraw Sara Teasdale's poems is just after someone has read "The Voice" in convocation, firing Mary White with a great desire to see that poem in print and to read more by the same author. Any library attendance program which makes it necessary for her to wait until the close of school or until tomorrow at eleven o'clock when she is scheduled for a library period defeats its own ends. By eleven o'clock tomorrow the poem is forgotten and Mary White does not ask to take it home with her.

4. Opportunity for library instruction. This topic was considered in an earlier chapter.[1] If the library has a classroom there is little difficulty beyond making arrangements with teachers who may be concerned, or providing for the alternation of library lessons with other group activities for which time is allowed on the school program. If there is no classroom, but pupil attendance in the library is regularly scheduled, the problem is again comparatively simple. Voluntary attendance and no library classroom may mean that time for library lessons must be taken out of the hours scheduled for some other subject like history or English and that announcement must be made ahead in order that other pupils may be kept away. The way around this difficulty is librarian scheduling rather than pupil scheduling. Leaving the library tem-

[1] See Chap. VI.

porarily in charge of an assistant or the teacher whose class is concerned, the librarian goes to the classroom instead of bringing the class to the library.

5. **Provision for pupil accounting.** The public school is legally and morally responsible for pupils during the school session. Hence it is necessary to know the whereabouts of each boy and girl at every hour of the school day, and attendance in the library must be so contrived as to make pupil accounting possible. Other things being equal, that program of attendance is best which makes it easy for the library to account for the pupil, and difficult for the pupil to absent himself without detection.

To make accounting easier, pupils from study halls are usually required to spend the entire period in the library, arriving before the ringing of the tardy bell and remaining until classes pass at the end of the hour.

6. **Access without overcrowding.** It is hard to arrange in the school for an even flow of library patronage without some semblance of scheduling. The mere fact that the high school library is close to the cafeteria and offers unusual opportunities for getting to lunch ahead of the rush may influence pupils in large numbers to contrive a vacant period just before the noon hour and to crowd the library at that time. Or the room may be a favorite spot for study. Its discipline is not quite so formal as that of the study hall; it is a more cheerful place and it offers more allurements. And so pupil wiseacres learn to hurry for seats with the coming of every vacant period.

Were library resources and seating capacity unlimited, pupils' motives might well be ignored in the junior and senior high school. But since seating capacity is seldom adequate, even for recognized library activities, the problem becomes the practical one of preventing overcrowding and providing library contacts for those who will most profit from them. In such a situation the principal and the librarian should not resort to the most obvious procedure, which is scheduling, without first attempting to work out a plan

which affords limitation without destroying the idea of privilege. What some of these plans are we shall discuss later.[2]

7. **Attendance before and after school.** In considering the hours of the school librarian [3] it was intimated that the library should be open to pupils at least half an hour before school, during lunch periods, and from sixty to ninety minutes after school. The complaint has come from public libraries that these hours are too short and hence pupils flock to the public library and overcrowd it in the late afternoon or evening. There are several points to be considered here. The first is that while the individual school may have less than half a dozen pupils who wish to stay later, let us say, than 4 P.M., or whose parents would allow them to return to the building in the evening, the public library receives a cumulative attendance from *all* schools. Some pupils undoubtedly appear because of the novelty of going to another institution; others because school library hours do not suit them — they have paper routes, or take music lessons, or are required to report at home after school; others (and this is a very large group) go because they have exhausted the resources of the school library and must have recourse to a larger reservoir of books. Is this not, on the whole, a desirable relationship? Some school libraries undoubtely close too early. Those in favorable locations and with sufficient staff may well experiment with evening and Saturday morning hours, even though not operating as branch public libraries. Some day, school libraries may remain open during vacations. There is no unalterable reason why they should not. But if measures of social safety, a location away from late afternoon or evening lanes of traffic, or even sheer novelty, eliminate pupils from the schoolhouse and push them into the public library, the school library is still fulfilling its function by providing the initial impetus towards an institution with which, all agree, contacts should be made early if the habit of reading is to become permanent.

[2] See Sec. V of this chapter.
[3] See p. 27-30.

8. Opportunity for librarian's technical work and relaxation. It is exceedingly difficult for the librarian to keep up the technical routines of the library if no provision is made for vacant periods. There is also involved the question of relaxation. It is usually recognized that the teacher needs some free periods. Where a continuous procession of platoons or classes daily passes through the library, the librarian is in much the same situation as the teacher. For two reasons, then, the careful principal sees to it that the librarian is given some relief from continuous *scheduled* pupil attendance.

Where pupil attendance is voluntary, the librarian working alone can usually arrange to turn over the desk to pupil assistants at certain lax periods and betake herself to her work-room typewriter — but with the door open and one eye on the reading room. This is not relaxation, but it is a change. If there be one or more professional assistants, the staff program should be so planned as to give variety to the work of each, including time for occasional visits to classrooms, an hour of browsing, attendance at convocations and auditorium programs.

III. School Organization as a Basis for Programming

1. In the elementary school. The traditional plan of organization for the elementary school is by grade, and programming is by grade up to perhaps the sixth or seventh where departmentalized work or the junior high school may cause a subject organization as in the senior high school. In the platoon school, organization is by groups called platoons, each of which moves as a unit from one activity to another. In both cases, pupil time is carefully scheduled and scrutinized and pupils shift from lessons to study or from activity to activity in groups rather than as individuals. Hence there is a tendency to schedule attendance in the library by classes or platoons rather than to leave pupils free to go as individuals, although the latter is done in a number of progressive and experimental schools. By general agreement, each

class or platoon is scheduled for one library period a week up to and including the third grade, and for two periods a week thereafter. That is, such a program is planned if library space permits; if it does not, the schedule must be cut. Also by common agreement and to avoid absolute rigidity, classroom teachers are encouraged to send individual pupils to the library from time to time in quest of special materials or information.

2. **In the junior and senior high school.** The traditional organization of the junior and senior high school is more individualistic. The pupil's program is organized about subjects. He must appear in certain recitation rooms at fixed hours, and at other times he is assigned to a study hall or a home room for purposes of study and for checking on his presence in the school building. To all these places he reports as an individual. If he goes to the library he likewise goes as an individual and not as a member of a class or group.

But sometimes the school is organized on the *supervised study* plan. Strictly construed, this plan provides for constant pupil supervision. The school day is divided into five or six double periods. Studying is carried on in the classroom under the eyes of the teacher concerned rather than independently in a study hall. Under this system the pupil may have no "free" periods at all, in which case any time spent in the library except before and after school must always be arranged for through the classroom teacher and is pretty definitely considered to be a study period and not a free reading period unless the latter is contrived for within the time allotted to English.

A recent survey of junior high school libraries in California has some suggestions in this connection worth careful consideration.[4] After showing that the librarians reporting were concerned over the loss under the supervised study plan of pupils' opportunities to use the library individually the survey states that:

[4] Survey of California junior high school libraries. In School library yearbook no. 3. A.L.A., 1929. p. 66-67.

"A possible way out is the education of the faculty to the idea of sending their students as *individuals* to the library to engage in independent reference work with a minimum of assistance from the librarian while the teacher remains with the residue of her class in her room to guide those who cannot work independently and are in need of teacher help. This program could be carried out during the second half of the period after the recitation is over and the advance work has started. Students respond very well to this plan, and it certainly induces a spirit of responsibility which is not to be cultivated by bringing a class of thirty-five to the library and putting into their hands thirty-five identical supplementary texts. That is a mere transfer of a classroom situation to another place with consequent loss of time.

"Another possible avenue of escape from the formalization of the library is the placing of complete sets of supplementary text material indicated in the course of study in each teacher's room. This would of course take money but the results would undoubtedly repay. The library could then be used for individual students coming from the study hall (for most junior high schools seem to retain at least small study halls) and from classes to look up material for special reports or from special sources. As it is, in many schools the individual has to give way to the group when seating space is limited."

IV. Problems in Programming

In Section II we took up the objectives of library programming. In Section III are outlined the arrangements usual to various types of school organization. How well do these arrangements carry out the objectives?

1. Scheduling by class or platoon. Any plan of scheduling by groups has the advantage of providing access to all with fairness and without overcrowding. It also makes the matter of pupil accounting comparatively simple. It may or may not furnish time for assigned or free reading. In the school where careful attention is paid to individual differences it does not provide sufficient opportunity for those gifted pupils who need many hours for special projects involving the wide use of books, nor does it

offer sufficient opportunity to that not uncommon group of boys and girls who do not fit well into standard educational patterns, especially in the high school, but who will frequently educate themselves in their own way through the library if given a chance.

The chief danger in scheduling is its mechanistic trend. Unless very carefully managed the library hour becomes of a piece with other routine school performances, not so inspiring or interesting as when put before the pupil as a special, individual privilege. Then, too, along with compulsory attendance come problems of discipline that do not exist under a voluntary régime. The boy who is a miracle of exemplary behavior if he thinks his library privilege may be withdrawn, produces a magician's bag of annoying tricks when he finds attendance is compulsory.[5]

2. Voluntary attendance. Just as scheduling prevents overcrowding, voluntary attendance encourages it. We have used as an example the rush to get seats in the library as a means of quick access to the lunch room. But many perfectly acceptable reasons also urge pupils to spend their spare time in the library. They like to read; in the library they have access to a greater and more varied range of materials than in their own homes. There also they may explore and indulge in the pursuit of personal hobbies:

[5] An interesting example of individual scheduling is presented in the Omaha Technical High School. The hugeness of this school with its enrollment of approximately 4000, plus the fact that about fifty per cent of the pupils come from homes with little literary background accounts for the adoption of a unique scheduling plan by virtue of which every pupil is given daily contacts with the library through reading rooms seating in the agregate 469 pupils. Each pupil's program, including his library hour, is worked out in the office and is an individual affair. At the same time, pupils from the study hall have free access. A teacher takes the attendance and looks after the discipline in the library under the tactful guidance of the librarian, who is the ranking officer. The reading rooms have never developed a study hall atmosphere. Instead, there is the utmost freedom, pupils moving about at will, browsing, doing reference work, selecting pleasure reading. A commodious library lecture room takes care of the classes arriving for library instruction lessons, and a staff of five professional librarians take turns carrying on library routines and engaging in individual guidance. (See illus. facing p. 80.)

find directions for building a motor boat, new ideas for entertaining, or the proper dimensions for a tennis court. Some, of course, never learn how to draw the line for themselves between excess and legitimate indulgence in pleasure reading. Consequently there must be frequent checking up by teachers and librarians, admonitions, and a limitation of attendance by special ruling. All this takes time, and it is annoying to teachers in whose classes the pupils are making failing grades. On the other hand, the majority of pupils, in the high school at least, soon develop for themselves, or with the aid of a teacher, satisfactory working schedules including a generous number of library hours. Watching their eager search for the latest magazines and the newest books, or finding them poring over pictures or browsing among the shelves day after day, the librarian comes to the conclusion that they do what any sensible adult would do: mix hours of pleasure and relaxation with the sterner duties of the school and burn the electricity a little later to get tomorrow's lessons. In view of the meagerness of the average home library, is this not as it should be?

3. **Combining library and study hall.** In the small junior or senior high school it may be both necessary and practicable to combine the library with the study hall. And if, as someone has put it, we could be sure that by virtue of combination, study halls might become like libraries instead of libraries like study halls, much acrimonious discussion might be averted and there would be no separate problem involved in programming the library.

But the average high school study hall has few points of resemblance to the school library reading room. The arrangement of the room is formal, and so is its discipline. Rows of schoolroom desks suggest concentrated individual effort rather than group activity. Attendance is compulsory and in the large high school extremely heavy, two or three hundred pupils not infrequently being brought together under the supervision of a teacher who has a reputation for being a good disciplinarian. In view of the fine accomplishment of many of these teachers in creating an atmos-

phere of cheerful obedience to rules or in building up the organization necessary to self-government, it would be thoroughly unfair to leave the impression that the prime qualification of the study-hall teacher is to be a martinet. But her qualifications are not those of the librarian, because the duties of the two positions are distinctly different. Much of the time of the study-hall teacher is taken up in checking attendance and looking after clerical routines. She is both mentor and coach, observing the study habits of individuals, offering personal assistance, and cooperating with the office, with classroom teachers, and with the home to bring about the understanding or the pressure essential to satisfactory pupil achievement. To care thus for several hundred boys and girls is a full-time job in itself, and, as the reader will readily see, quite a different job from that of the librarian.

The first and chief objection, then, to the library study hall is connected with personnel. To expect one person to look after both library and study-hall functions in a school of any size (200 or more) is first to overload and then to require the performance of duties so dissimilar that one job or the other suffers.

The second main objection hinges on function. The study hall is a place where assigned lessons are prepared, and in the average school this means lessons made ready chiefly from textbooks. It should be recognized that the further school work is removed from textbook assignments the better are the arguments for combining the study hall with the library. In fact, one can find certain *very* modern schools in which the study hall has been done away with entirely in favor of the library. But most schools have not moved so far from the traditional basis as wholly to abandon texts. The most that the majority do is to supplement the text with library material. The study hall is organized to provide a quiet spot in which the pupil may peruse his text with occasional help from the teacher in charge if she is not too busy maintaining excellent study conditions.

The library is devoted to other purposes. It is the place where

the pupil repairs when his textbook fails him or where he prepares work requiring initiative and consultation with someone who can direct him to varied sources of information. Here also is the place where he receives instruction in the use of reference tools and learns to become an investigator; and here is a spot where, as we have seen, he receives a goodly share of that training in the worthy use of leisure to which the modern curriculum pays special attention. If the library is filled each period with pupils scheduled for study, there is no opportunity for the librarian to conduct classes in library training and no space for the pupil who would browse or invite his soul.

A third difficulty is concerned with organization. "The library is organized for individual growth, the study hall for group supervision; the library seeks to develop initiative, the study hall discourages it," writes Edith L. Cook in an article appearing in the *Michigan Library Bulletin*.[6] The great size of the study hall, in the large school at least, leads to the constant subordination of the individual to the group. Pupils are assigned to their desks for greater ease in checking; movement about the room is frowned upon except for a few very definite reasons.

Altogether the separation of library and study hall seems thoroughly desirable except as before mentioned in the small school where combination is necessary for reasons of economy or in case of other schools following ultra modern programs. The ideal arrangement is a library adjacent to or connecting with study halls.[7]

4. Supervised study. As has been brought out in earlier sections of the present chapter, the system of school organization known as supervised study tends to cut down opportunities for free reading. It also brings much pressure to bear in the direction of classroom libraries and classroom reference work. Since the pupil's preparation for recitation is to be made largely in classrooms, the teacher naturally asks to have reference books and sup-

[6] Cook, E. L. Study hall and library in combination. Michigan Library Bulletin 8:133-36. May, 1927.

[7] See p. 215-16.

plementary reading sent there instead of sending pupils to the library. Obviously, either plan may be followed. But the path of least resistance seems to be the former.

Clearly, the school which wishes to take full advantage of a well-organized library and the expert reading and reference service for which the librarian is trained will arrange in its supervised study program for vacant periods (preferably one each day) during which the pupil may go to the library of his own free will, or will consistently encourage teachers to dismiss individual pupils from the classroom for such excursions.

5. Use of the library for miscellaneous school purposes. Owing to crowded conditions or a failure to grasp the real significance of library service, principals sometimes schedule the library for recitations, tests, and miscellaneous school activities. In so far as this is done, library usefulness is cut down. The librarian confronted with such a situation should ascertain first whether this foreign use of the library is unavoidable. If it is not, the approach to the principal should be on the basis of curtailed opportunities for service.

Another regrettable use of the library is as a detention room. This is in line with the old and now thoroughly discredited device of requiring a pupil offender to remain after school and memorize a classic poem. The net result was to make the pupil hate the poem. To use the library as a place for punishment has a like effect; it suggests that reading and all the library stands for is a task. It also puts the librarian in the objectionable position of jailer.

V. Devices for Limiting and Checking Attendance

1. Limiting devices. *Attendance by special permit.* It is the theory in many schools that library attendance should be strictly limited to pupils who can produce documentary evidence from teachers that they have special assignments. Under this theory a form is filled out by the teacher and presented to the

librarian by the pupil to indicate the nature of the assignment and the dates suggested for attendance. For general use the arrangement has many objectionable features and it should be avoided except where inadequate library space makes necessary the reduction of attendance to the minimum. It places a burden on the classroom teacher by adding to the number of her clerical duties. It puts a premium upon subterfuge: in order to secure the privilege of reading a magazine the pupil stoutly asserts he needs more time on his history assignment. It lays upon the librarian a heavy duty of surveillance: if John Henry's permit indicates he is to look up a reference in chemistry, the librarian is expected to see to it that he does not read a book of travel. It necessitates a round of checking: the permit must be presented to the study-hall teacher as evidence that attendance in the library is permitted; to the librarian for the same purpose and usually for stamping with the time of presentation; and then presumably it returns to the study hall or the teacher as evidence that the pupil has arrived.

There is one admirable use for the special permit, and that is in connection with the supervised study plan, or when, under traditional organization, an individual or a group is dismissed from the classroom to go to the library after the beginning of a school period. Pupils entering the library at unusual times or from unusual places must be specifically accounted for. In such cases the permit not only explains the late entrance of the pupil but gives the librarian a clue as to how to help him. Theoretically the latter purpose is accomplished when the permit system is in general use; but practically it is then of little help because permits are too numerous and appear all at one time.

Attendance quotas. A device for preventing overcrowding is the assignment by the librarian of attendance quotas to each study hall or home room for the several periods of the day. These quotas are written upon the blackboard or in a book which is kept in the study hall and pupils may sign up for the library until the room quota is exhausted. If it develops that some are signing day

after day and thus preventing others, an appeal to the sense of justice of the pupil group usually brings about readjustment. If not, persistently selfish individuals can be dealt with personally. This plan dextrously combines limitation with voluntary attendance. A modification of the scheme is to supply the study hall with library tickets up to the limit of its quota. Instead of having pupils sign, the study hall teacher or a pupil aid issues the tickets. Still another method is regulation by means of tickets distributed at the library door by a pupil assistant, the number of tickets equalling the number of seats.

Other devices. Other devices are *limiting voluntary attendance to pupils in the upper grades* or *on a basis of scholarship*. The first has the advantage of postponing unrestricted attendance until pupils are mature enough to be self-directing. But it has the disadvantage of curtailing pupils' visits at the age when the desire to read is most urgent and when the exploratory tendency should be encouraged. The other plan, attendance limitation on a scholarship basis, closes the library to pupils whose only real interest in the school may be in reading.

"Permits" and "passes." The special permit was discussed under Section V, page 340. But the methods for limitation outlined in succeeding paragraphs also require the use of admission slips known as permits or passes. According to the rules and organization of the school, these may be issued by the study-hall, the home-room, or the classroom teacher. They consist of a simple statement to the effect that "Henry Smith is permitted to use the library during the third period, January twenty-fifth." The reasons for the use of admission slips have been very thoroughly covered in an article by A. Marie Hardy [8] whose findings are based on the replies of eighty-two high school libraries to a questionnaire asking for devices and for criticisms on them. Although Miss Hardy's investigation covered only high schools, her conclusions apply, with

[8] Hardy, A. M. The "hows" and "whys" of admission slips. In Wilson, Martha. School library experience. Wilson, 1925. p. 130-38.

slight changes in terminology, to schools of lower grade. They include the significant statement that "The 'why' of admission slips seems to be the lack of room in the library for all the readers who would like to come, or, if there is room, the lack of adequate assistance in supervising their work."

2. Devices for pupil accounting. *When attendance is scheduled* there is no need for limiting rules, and the devices for pupil accounting are those in common use by teachers. Seats may be assigned and a chart prepared for each period showing the location of the pupil. All the checker need do is to note vacancies. Pupils may sign an attendance register if the group is small, or pupil assistants may check for the librarian from a record furnished by the home-room, study-hall, or classroom teacher. Another plan is to have pupils sign attendance slips passed out by the librarian or a pupil assistant and returned to the home room or study hall with the librarian's okeh. If scheduling is by classes, the teacher may come with the class and take care of the attendance record while the librarian is performing duties connected with the issuance and return of books or is answering the calls for reference help and reading guidance that always crowd the beginning and the ending of each school period.

When attendance is voluntary and admission slips are required, it is customary to use them also for pupil accounting, the slip being handed to the *librarian or a pupil assistant to be checked and returned to the issuing teacher.*

But in many schools admission slips are not required if the students spend the whole period in the library. The routine of attendance checking then follows one of the three following methods reported by Miss Hardy:[9]

"1. The student goes first to the study-hall [or home room], where he signs his name on the blackboard, on a slip, or on a list. He then comes to the library and again signs his name on

[9] Hardy, A. M. The "hows" and "whys" of admission slips. In Wilson, Martha, School library experience. Wilson, 1925. p. 132-33.

a slip or list provided by the librarian. These two records may be compared at the end of the period or at the close of the day. In many schools they are never compared except when suspicions are aroused concerning individual students. If not checked, they are usually kept several days for reference.

"2. The student goes first to the study-hall [or home room] and leaves his name as above but does not sign again in the library. A teacher comes in from the study hall to check up or sends in the slips or list so that the librarian may do so.

"3. The student goes directly to the library and there signs a slip or list provided by the librarian. The record is sent to the study-hall or session room to be checked with the absence list there. It is usually sent before the end of the period if there are only one or two study halls. If there are many rooms to use as study halls the slips are taken by the students to their respective rooms at, or near, the end of the period, or else they are put in the teachers' mail-boxes in the office at the end of the day."

Again, Miss Hardy's conclusions are significant:

"Of course, none of these plans is absolutely perfect. Personally, I dislike any plan which places upon the student the responsibility of notifying his study-hall teacher of his whereabouts. It forces him to make an extra trip to the study-hall, either before the period to leave his name, or after the period to return his slip. This makes for confusion in the study hall and tardiness in the library, besides shortening the student's library period. Unscrupulous students, if they find a teacher negligent or careless about checking her slips, can easily cut periods or pass along their slips to friends who have been cutting. And unfortunately, some teachers consider the checking an extra burden which they have a right to shirk, especially if it has to be done at the end of the day when they are tired and anxious to get away early. But on the whole, all of these no-pass systems work very well if the teachers carry out their part faithfully."

Two or three points should be kept in mind in inaugurating any device for pupil accounting: it should be simple, requiring a minimum of work for teachers and librarians and putting the fewest possible restrictions on the pupil; the burden of work should be thrown upon the pupil — that is, he should sign his own name,

be responsible for handing in his own slip, and so on; it should afford an accurate check, eliminating as far as humanly possible opportunities to "cut" or to gain access to the library under false pretenses. At the same time it may as well be recognized that pupils will always find ways to circumvent the most perfect system, and the greater the amount of red tape the likelier it is that the system will fall of its own weight. It is also worth noting that librarians in elementary schools report very little attempt to check when attendance is voluntary. Pupils like to come and seldom fail to appear. The necessity for checking increases as pupils become older.

In a school with a well-developed social consciousness in which it is customary for pupils to assist in routine duties, the checking of attendance can be given over almost entirely to pupil aids. And in schools organized for self-government or pupil cooperation, problems connected with the limitation and checking of attendance are always among those with which pupil committees can wisely be encouraged to struggle.

VI. Scheduling Conference and Lecture Rooms

When the library is equipped with conference or lecture rooms, arrangements must be made for their use without friction or overlapping. Such arrangements are frequently entirely informal, the librarian and the teacher or the librarian and the pupil group deciding in conference when a room is to be used, and the librarian noting it on her calendar pad. But if several rooms are involved and use is fairly constant it may be necessary to use a printed or mimeographed schedule sheet on which may be entered in advance the activities programmed. The librarian is the custodian of this schedule. Experience will show whether it can merely be posted and teacher and pupils left to sign up at will, or whether each teacher or group must be required to secure the librarian's okeh before signing. The former arrangement is desirable because it saves time. One high school has for many years used for its one

CONFERENCE ROOM REGISTER

Teachers, school organizations, or committees wishing to make use of the library conference room may reserve the same not longer than one day in advance by filling in this blank opposite the desired period, provided that:

1. No organization may sign in advance for more than one period in any day.
2. Not more than two groups may sign for the same period.
3. The person who signs as sponsor will be held responsible for the proper use of room and table.

DATE.....

Period	Organization or Committee	Sponsor
8 to 8:30 A.M.	Table 1	
	Table 2	
1	Table 1	
	Table 2	
2	Table 1	
	Table 2	
3	Table 1	
	Table 2	
4	Table 1	
	Table 2	
Lunch Period	Table 1	
	Ta	

conference room the form illustrated which individual pupils or teachers may sign as sponsors for their group one day in advance. The rule is strictly "First come, first served" and the librarian pays no further attention to the use of the room than to keep an eye on the activities going on — an easy matter with a glass partition.

Part II — Circulation

The circulation of books in the school library is closely related to attendance. If seating capacity is large and opportunities for library reading frequent, circulation may be appreciably smaller than in the school where pupils are given no free time for reading and the library is so small that attendance during the school day must be kept at the minimum. In the latter case, not only may more books be lent for home use, but more liberal provision must be made for schoolhouse circulation. Statistics of school library circulation are frequently misleading because of these qualifying factors. A huge circulation is not necessarily an indication of exceptional library facilities and service; it may mean quite the opposite.

VII. Objectives of the School Library Circulation System

The *ultimate objectives* of the school library circulation system are (a) to provide for the widest possible use of books and other library materials by pupils and teachers; (b) to make proper adjustments between reference demands and home and classroom use of books; (c) to put the right book into the hands of the right pupil (or teacher) at the right time; and (d) to devise a charging system that will carry out the above with the least possible expense, friction, and expenditure of time.

Among the *immediate objectives* are provision for home circulation both seven-day (or fourteen-day) and over night; provision

for schoolhouse circulation, such as loans to classrooms, short-time loans, reserves, and loans to faculty members; provision for recording the whereabouts of books temporarily out of circulation because awaiting mending or binding; and, occasionally, but not always, the provision of a pupil's reading record.

The majority of the devices most frequently used in school libraries for reaching these objectives are the counterpart of schemes in common use in the public library, from whence they came. Accordingly, and because public library practice has been so well covered by Jennie M. Flexner's text on circulation,[10] it will not be necessary to go into minute details. Rather, we shall refer to the device by name, and after a very brief description consider its adaptation to school uses.

VIII. A Charging System for Home Circulation

First let us take up the methods commonly employed by school libraries for recording and checking on home circulation.

If the school library is controlled by the public library, the charging system follows the general procedure for that library. What common procedure is may be learned from Miss Flexner's book. If there is adaptation, it is in line with the routines about to be indicated as those generally in use in schools.

In the independent school library, registration of the borrower is ordinarily dispensed with. It is assumed that every pupil is eligible for library privileges until he proves himself otherwise, and that his school registration record is sufficient.

The records essential to school circulation are (a) the name of the person to whom the book has been lent, together with his home-room, grade-room, or study-hall number; (b) the date due; and (c) *in a few schools*, a continuous record of the pupil's reading.

These records are kept on cards. The necessary equipment for (a) and (b) is: a book pocket pasted in the book and bearing at

[10] Flexner, J. M. Circulation work in public libraries. A.L.A., c1927.

the top the call number and the accession or copy number; a book card bearing at the top the call number, accession or copy number, author's name and brief title; a date slip attached to the fly leaf opposite the book pocket; a date stamp; and a charging tray with date guides.[11] When a book is to be charged, the pupil removes the book card and enters upon it his name and home-room, grade, or study-hall number.[12] The librarian stamps the card and the date slip with the date due and files the card in the charging tray under the date. When the book is returned the card is searched in the file under the date appearing on the date slip and is replaced in the book, whereupon the transaction is complete and the book may be shelved. This, it is readily recognized, is a modification of the Newark system. If it seems desirable to keep in addition (c) a record of the pupil's reading, this may be accomplished by adding a borrower's card to the charging equipment, and entering on it the call number or the author and title along with the date drawn, and, if there appears to be a reason for it as a part of the pupil's reading record, the date returned.[13]

The advantages of this system are its simplicity and the ease with which pupils may be taught to assist in charging books by signing their own names or by wielding a date stamp in the guise of pupil assistants.

IX. Devices for Schoolhouse Circulation

1. Classroom charges. It has been suggested that the exigencies of school work frequently require sending books from the

[11] For more detailed description and illustrations see Wilson, Martha. School library management. 4th ed. Wilson, 1925. p. 71-74.

[12] In some schools the librarian makes the entry, but this slows up the process of charging and does not necessarily insure legibility, for the hurried chirography of the librarian may be no more easy to read than the pupil's writing! There is a decided advantage in having the pupil sign his name. In case of lost or over-due books, or other irregularities, the pupil will not be able to say he did not take out the book if he sees his signature on the book card.

[13] The last may be useful to teachers who wish to check on the speed as well as the nature of the pupil's reading.

library to other parts of the building. One of these exigencies is the demand for classroom collections.

In some schools the loan to the classroom is final: that is, the book remains in the classroom and can be lent to the pupil for use outside the classroom only after its return to the library. Accordingly there is need for no addition to the charging equipment described in Section VIII, nor is the transaction different except in one particular: instead of the pupil's name there is written on the book card the name of the teacher or the number of the classroom, or both.

It is the experience of many librarians that, where there is a central collection in the school, loans directly from the classroom to the pupil are undesirable. It makes the teacher instead of the library responsible for the book, and teachers are usually too busy to keep up the necessary records and to attend properly to overdues and statistics. When things go wrong, they resent being held responsible. Although it is more roundabout, a better method seems to be for the teacher to keep in the classroom only such books as are to be used there, and to return to the library all titles it is desired to have pupils withdraw.

But for one reason or another, this cannot always be done, and so some arrangement must be made for a secondary loan to pupils.[14] This may be accomplished by inserting in the book a duplicate book card of different color. For convenience in checking, the original book cards for the entire collection sent to the classroom may be kept together and filed under the teacher's name instead of under date. It is customary to leave the date of return more

[14] In the Milwaukee Vocational School a number of classroom deposit stations have been established. The conditions are: a huge school with irregular attendance (pupils in continuation classes report for class periods only) and consequent difficulty in bringing pupils to the library. Instead, where an interested teacher is willing to take care of a deposit station, the books are placed in the classroom and are lent by the teacher to the pupil as from a public library deposit station. As a matter of fact, this service is maintained by the Milwaukee Public Library as a part of its school program, which includes a branch library in the building from which the classroom deposits are sent out.

or less to the discretion of the teacher, the usual proviso being that if a demand arises for the books elsewhere they shall be subject to call.

2. **Short-time books.** Many school libraries find it desirable to consider circulation books as of two sorts: seven (or fourteen) day books, and short-time (over night or period) books. In the first group are fiction, biography, travel, and other general reading; in the second are books such as histories and geographical readers in demand for collateral reading. There is no physical division on the shelves. Short-time and seven-day books are arranged together, but the period of loan is indicated by a mark in or on the book itself. The grouping may be permanent or temporary. That is, a book may bear a permanent mark indicating that it circulates over night only, or arrangements may be made to shift books from long-time to short-time circulation as the occasion demands. In the first case, a star or other distinguishing mark may be placed on the back of the book and the pocket may be stamped "short-time" or "over night." In the second case, a seven-day book is made short-time temporarily by the insertion of a special book card; that is, a card of a different color or one stamped "short-time." When there is no longer any special demand for the book, the short-time card is removed and the seven-day card is replaced in the pocket. This plan may be elaborated to care for several kinds of short-time loans; thus, a brown book card is inserted to indicate that the book is lent for a study period, and a pink one for over night.[15] In all cases, the method of charging short-time loans is essentially the same as for seven-day books, the only variation being in the date. Whether a school library shall adopt the permanent or the temporary method depends on the way in which the library is used and on the book collection. If there is a steady demand for large groups of books for collateral reading the permanent plan seems best. If the demand is fluctuating, the temporary cutting down of the period of loan may be better.

[15] Wilson, Martha. School library management. 4th ed. Wilson, 1925. p. 74.

3. Reserves. Reserves in the school library, like those in the public library, take two forms: reserves for individuals who wish to withdraw the books from the library, and reserves of books or collections of books by teachers.

Individual reserves. The routine for the first is so similar to that in use in public libraries and described by Jennie M. Flexner [16] that it is not necessary to describe it here. Suffice to say that instead of a postal card the pupil fills out a reserve slip which gives the author, title, and call number of the book wanted, the date of the request, and his session-room or home-room number. No fee is charged. An assistant searches the book on the shelves or in the files. "If the volume is in circulation a signal of some kind is attached to the book card, which is returned to the file. This may be a paper clip or a colored slip," [17] or even the reserve slip itself. When the book is found or comes in over the circulation desk, it is laid aside with the reserve slip inserted, and the pupil is notified to call for it.

Due to inadequate staff and an insufficient book supply it is necessary to restrict the use of the individual reserve in most school libraries. It is used to advantage in connection with required reading.

Teachers' reserves are very closely related to short-time books. Indeed, in at least one high school, short-time books take the place of reserves, the books being left in the usual location on the shelves with only the short-time card to indicate that the period of loan has been limited. The possibility of providing for reserves in this way indicates a very fine *esprit de corps* in the student body. In this particular school any advantage taken of the system is reported to the teacher who follows up the case and cooperates with the library in creating better pupil attitudes. Occasionally in extreme cases the teacher withholds credit for the assignment if a book disappears without being recorded.

[16] Flexner, J. M. Circulation work in public libraries. A.L.A., 1927. p. 112-14.

[17] *Op. cit.*

Most high schools find it necessary to develop a more closely supervised reserve system. The important items in such a plan are: (a) a teacher's reserve book request form, (b) indication of the reserve in or on the book, (c) indication of the reserve in the circulation file, (d) a special shelf or case, (e) a simple method for issuing and checking on the books.

(a) The teacher's reserve book request is included in the form for *Advance notice of reference assignments* given on page 119.

(b) When the teacher's request is received at the library desk, the books designated for reserve are removed from the regular shelves and supplied with markers. A narrow slip of paper inserted or tipped in with the end projecting beyond the leaves is used as a marker in some schools. This marker may be dispensed with, but in the hurry and rush of school work it is convenient to be able to identify a reserve book quickly and easily, so that if picked up on a table or found piled with other titles hastily returned it is at once recognized and replaced with the reserves.

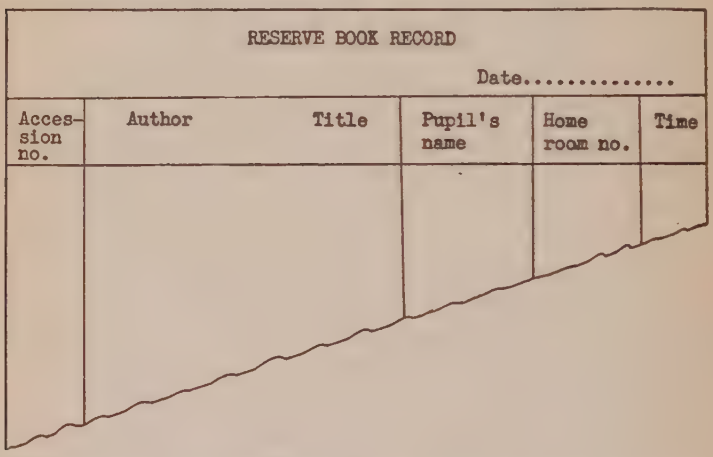
(c) The next step is to remove the book card and to insert it in a special file in the charging tray marked "Reserves." This is done to facilitate tracing by desk assistants who may not know or remember that the book is on reserve. A temporary book card may be inserted in the book pocket for purposes of charging.

(d) The book is now shelved in a reserve case or alcove. In the small library this may be a shelf on the inside of the circulation desk. In the larger library it may be a section of shelving back of the desk or an alcove quite removed from the desk and in charge of a special pupil assistant.[18]

(e) When a pupil calls for the book it may be charged on the temporary book card like any ordinary book except that the period or hour due is substituted for or added to the date. The charges for each period are filed separately, and apart from the general circulation in order that the books may be discharged promptly when returned and missing titles checked at the end of each period.

[18] See also p. 121.

A simpler charging method for the small library is to omit the preparation of a temporary book card and to keep on the desk a pad on which pupils sign for any reserve books used, giving the name of the book, the copy or accession number, and the time when taken. (See illustration) Each pupil is responsible for cancelling his own signature when he returns the book. This is not as sure a check as is the use of temporary book cards, but it saves time for the librarian. A pupil assistant may be trained to handle the books and to supervise the charges under either plan.


RESERVE BOOK RECORD

Date.....

Accession no.	Author	Title	Pupil's name	Home room no.	Time

Translations usable as "ponies" and synopses which are a temptation to pupils preparing book reports may be kept permanently on reserve and issued only on the teacher's request, if such a plan seems desirable. Foreign dictionaries and certain reference handbooks, like debaters' handbooks, which are difficult to keep track of may be treated in similar fashion. The librarian must remember, however, that the greater the number of reserves, the greater is the clerical task. Without provision for assistance through pupils or otherwise, a reserve system in a busy school library can become a great burden.

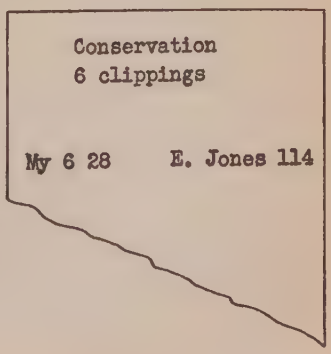
4. **Faculty circulation.** No special provision need be made

for the circulation of books to the faculty except in the matter of time adjustment. When teachers borrow books for recreational reading or their personal use they should ordinarily be subject to the same rules as pupils. But when they withdraw titles for schoolroom use the charge may be for an indefinite period. In this case the book cards are kept in a separate file which is checked occasionally for long continued charges and a courteous note sent to the teacher requesting the return of the book. If the library is in the habit of sending out classroom collections it is often best to do away with these special teachers' charges in favor of the classroom charge.

X. The Circulation of Special Items

Special materials included in the school library collection often require special circulation devices.

Clippings and pamphlets are not provided with book cards but are charged on temporary slips cut the size of book cards. Depending on how these materials are organized, the main entry on the book card may be by class number, or by subject, followed by the number of items lent or by the titles of the items if they are important. Thus, if the library lends Miss Jones six items from a vertical file arranged by subject, the entry on the temporary card would appear as below:



The date is the date due, as in books, and the number following Miss Jones' name is her room number. The clippings are inserted in an envelope (many schools save used mailing envelopes for this purpose) on which is also stamped the date. The teacher's name may be added if it seems necessary, but the number of such loans in the average library is not sufficiently

large to create much difficulty in checking. If a single pamphlet is withdrawn and it has a durable manila cover, the date may be stamped directly on the back cover and no envelope used.

Prints may be charged in similar fashion, though here an envelope is always required. Either the subject or the artist's name may appear on the charging slip.

Lantern slides and *stereopticon views* may be charged by the box, the temporary slip bearing the proper identification. *Victrola records, music rolls*, or *museum materials* are usually entered on temporary slips bearing the name of the composer, the selection or other convenient identification. The circulation of prints, lantern slides, victrola records and music rolls is in many schools limited to teachers.

When *books* are *sent to the bindery*, the book cards are removed and placed in the circulation file under the heading "Bindery." It is sometimes useful to treat in the same way books removed from the shelves for mending, especially if mending is not undertaken daily.

Inter-library loans. When books are lent from one school library to another, the record kept by the lending institution is similar to that kept for classroom collections. When books are received by the school library as a temporary loan from some other institution such as the state university extension department, it may be necessary to make temporary charging cards. Books coming from the public library or from any central system of which the school library is a part [19] are usually supplied with duplicate book cards before being sent out so that they may be circulated without difficulty along with books belonging to the school.

XI. Rules and Regulations

Rules for the use of school library books are made to conform as far as possible with those for public library books when the school library is a part of the public library system. When the

[19] See also p. 377-80.

school library operates independently it adopts its own simple rules. In either case the items covered are the length of loan, renewal privileges, fines, penalties, and damages.

1. **Length of loan.** The length of loan is governed chiefly by demand and by the size of the book collection. The usual rule is seven or fourteen days with exceptions in the case of short-time books, classroom libraries, or special loans to teachers.[20] Arrangements are sometimes made for the retention of books during vacations. This privilege is given chiefly to teachers, except for the short vacations, when school librarians wisely encourage boys and girls to withdraw books for return on the day school reopens. The chief difficulty in lending to pupils for the long vacation is that promotions make pupils' whereabouts uncertain at the beginning of the new term. Perhaps some day schools will come to feel that the losses thus possibly incurred should not stand in the way of provision for vacation reading, and school librarians will devise ways and means for extending summer vacation privileges. The consensus of opinion would probably be, however, that where the public library is available it is better to encourage pupils to go there, thus helping to make the transition from school to public library a natural process. One advantage of the branch public library in the school is the possibility of book circulation from the same source at all seasons of the year.

2. **Renewal privileges.** Renewal privileges are similar to those given by public libraries, though the school library with a very small book collection may have to restrict renewals rather carefully. Renewal by telephone is ordinarily an emergency measure used in case of sickness or absence from school.

3. **Fines, damages, and overdues.** *Fines* are kept small or done away with altogether in the school library. The usual fine for overdues is 2 cents a day except in the case of reserve or short-time books, failure to return which on time may incur a penalty of 5 cents, or a cumulating fine based on the number of periods

[20] See p. 350-51.

the book is overdue. The arguments against fines in the school library are that (1) They work a handicap on parents rather than on pupils; (2) They do not serve to bring in the books because pupils (especially in the high school) are willing to pay a small fine to retain a book they want or need. They regard the fine as rent. (3) Fines tend to interfere with building up the sense of responsibility and the square deal which are the only sure incentives for the unselfish use of the library by pupils. (4) Fines increase the proclivity for "swiping" books — the schoolboy term for removing books without permission.[21]

In favor of fines we have the arguments that (1) financial responsibility is the only responsibility that many boys and girls respect; (2) if fines are kept small and parents notified of any sizable accumulation there is no injustice to the parent, but rather a chance for parental cooperation; (3) losses occur under any conditions, and the only cure is catching the offender and dealing with him severely.

The tendency to do away with fines reveals itself most frequently in the elementary school. There borrowing and lending can be and are more closely supervised than in the high school and it seems easier to make the appeal to such virtues as promptness, pride, and unselfishness.

Many high schools have received material aid in cutting down fines and over-dues through the helpfulness of a student council or a library committee. A remarkable and successful combination of pupil aid and the appeal to pride is the enterprising plan evolved by one high school librarian who offers a term prize of five dollars to the home room having the cleanest record in the matter of fines and overdues. A pupil representative from each room confers frequently with the librarian as to delinquents and personally rounds them up. He also helps to keep the record for his room. Not the least enterprising part of the project is the proviso attached to the five dollar gift. It must be spent for a book to be presented to the library!

[21] See p. 51-52.

Fine records may be entered on a temporary slip kept in the charging tray for easy reference. Only long-standing items need be transferred to a card record filed under pupils' names. Pupils can for the most part be trained to pay their fines promptly so that the names of but a few delinquents find their way to the card record. This record should be carefully kept for those delinquents, however, and the pupils held to strict account for some manner of settlement. One device used in connection with fines which have been allowed to accoumulate to the end of the term is to arrange with the office to withhold grades until the pupil's library account is cleared.

Fines are not ordinarily assessed against *teachers' overdues*, although a few schools have been driven to such assessments by the continued carelessness of faculty members. Teachers are responsible for damages to books charged to them personally, but leeway must be allowed in the case of books charged to the teacher but known to have been used widely by the pupils. Conference with the teacher and quiet investigation of conditions should guide the librarian in such cases. Holding the teacher personally responsible for damages to the classroom collection seems hardly fair. If books are consistently misused or lost it would seem better to withdraw the classroom privilege.

Penalties and damages may be of two sorts: curtailment of borrowing privileges or money payments. It is apt to be both unsatisfactory and dangerous to curtail the borrowing privilege as a punishment for failure to return books, to pay fines, or to observe proper rules for conduct. The school requires the pupil to use library books, and to refuse to lend them to him should be an extreme measure. Instead, the pupil may be suspended from the library during school hours and be required to secure his books after school. Or an appeal may be made to the office or to the home for help in the case of chronic offenders. Refusing to lend books not only interferes with the pupil's schooling but puts a premium upon stealing.

It is not customary for public schools to require *library book*

deposits as do some colleges, and penalties must usually be collected from the pupil directly except where requisition may be made on a possible free textbook deposit. Financial penalties of any size are often a real hardship either to the pupil or to his parents, and must be more or less adjusted to meet the situation. The pupil who works out a $4.00 fine collating books at 20 cents an hour is likely to remember to take good care of his library books thereafter.

Overdues. The main problem remaining to be discussed in connection with overdues is the method of notification.

If the book is stamped with the date due, that in itself is a form of notification. But if the book fails to return promptly the school librarian may send a personal notice to the pupil in care of the home-room, roll-room, or study-room teacher. Or, if pupils are scheduled for library attendance, the notification may be given orally or by means of a blackboard when the group comes for its library hour. Another plan is to furnish room representatives with a list of overdues for posting in the home room or for personal notification. Failure on the part of a pupil to respond to overdue notices is a cause for special investigation and finally for discipline, the normal form of which is a curtailment of the pupil's library attendance — not of his borrowing privilege. Continued offenses may even be a cause for temporary suspension from school. This usually brings the parents into the situation and may lead to excellent cooperation. But probably the best method for cutting down overdues is the appeal to the square deal and the spirit of fair play. If there is a student council or library committee the offender may be turned over to them.

Failure to bring back short-time books is a special problem to which the methods just given are not all applicable. Here it is not the ultimate return of the book that is imperative; rather, it is the immediate return, for a long line of pupils may be waiting, and a teacher's entire lesson plan upset by the absence of the book even for one day. If the volume has been left at home, probably

the best method is to arrange with the school office to send the pupil after it immediately, later requiring him to make his peace with his teachers for lost time as best he can. If the book has been retained by the pupil within the school building but not returned to the library it may be necessary for the librarian to interrupt a class or a study period to secure its return. The interruption may be in the nature of a telephone call or a personal visit from a member of the library staff. These are drastic and annoying measures, not to be undertaken without previous understanding with the principal and teachers. Lacking such an understanding, blame may fall upon the librarian instead of upon the pupil.

If failure to return a book is due to the pupil's having left school, recourse may be had to the telephone, to personal notes to the parents, or to the attendance officer. In schools where textbook deposits are required, this situation may be forestalled by requiring the pupil to secure a library clearance slip before collecting his deposit. Or, if the loss of the book is known in time, credits may be refused.

XII. Rush Hour Devices

Circulation work in the school library is characterized by rush periods except where attendance is scheduled and the lending and return of books is made one of the routine activities of the pupil's library hour. In scheduling the library staff it is necessary to provide for all the help available at the peak periods which come immediately before and after school. In fixing upon a charging routine it is likewise necessary to bear in mind these beginning and ending rushes as well as the secondary rushes when classes change at the end of periods. The modified Newark plan outlined in Section VIII is useful in this way when used without a borrower's card, for returned books may simply be left on the desk or in a receptacle [22] and discharged after the rush is over.

In order to take care of required reading in English with a

[22] See p. 247, Plate IV, Figs. 2 and 4.

limited book collection it is sometimes necessary for the librarian and the teacher or department head to develop a schedule. Thus, while three Junior B sections are reading modern poetry, three others may be scheduled to read dramas, and two others essays. This is not ideal; it is a measure of administrative necessity. With younger pupils the plan may be carried even further, the pupils in the classroom making their choices from lists under the guidance of the teacher who forwards to the library reserve slips made out by the pupils. These reserves are filled as far as possible and sent to the classroom for distribution the next day, the necessary entries having been made on the book cards from the reserve slips. The reserve slips are left in the books to facilitate distribution by the teacher. This again is not an ideal plan, for pupils should get their books from the library personally, thus having an opportunity to see other books, and to choose more understandingly.

Most school libraries, as has been suggested, find ways to use pupil assistance to good advantage in the mechanical phases of circulation, thus leaving the librarian free to give personal guidance. Stamping the date, supervising pupils' signatures, sorting and even filing the day's circulation, and slipping returned books are all duties possible of fulfilment by pupil aides under careful supervision.

XIII. Statistics

The average principal is not at first particularly interested in circulation statistics and is quite satisfied to receive in the librarian's annual report merely the totals of home and schoolhouse circulation for the year. But for purposes of research, financing, and book selection it is well for the librarian to have available more detailed statistics. It may be exceedingly convenient some day to be able to show what percentage of the circulation is fiction; how great is the use of clippings or pictures; whether pupils read more of biography or of travel. If the school library is operating under the management of the public library, such a division of

circulation statistics will be required, because it is in line with general public library practice. For the school library operating independently, the circulation record books prepared by the library supply firms in accordance with the general forms adopted by the American Library Association are convenient tools easily adapted to school use.

The question has been raised as to whether books lent from the library to a classroom in the same building should be counted in the usual circulation statistics. There are several nice points here which have never been standardized for the school as for the public library in similar but not equivalent situations through common acceptance of the recommendations of the American Library Association. These recommendations "stipulate that the act of sending a book from a main library to a branch or to a station of any kind, no matter what the length of the loan, may not be counted as an issue in the general circulation of the library, although a separate record of books thus sent should be kept. These books, when issued by a station or branch to the reader, should be included in the regular count of books charged from that agency. No libraries count in the regular circulation the use of material within the library, that is, books which are taken from shelf to table for examination, study, and reading." [22]

It will be noted at once that while the public library branch always keeps a record of its circulation, the classroom seldom does except where it operates as a deposit station of the public library. The loan from the school library to the classroom may or may not be final;[23] if not, the circulation records kept by the teacher rarely conform to library practice. Hence if the loan to the classroom is not counted in the library, it is lost as far as statistics are concerned. If it *is* counted, it is still an inaccurate record unless we know whether books are being re-lent by the teacher. The author knows of no authoritative ruling on this vexed question, and is

[22] Flexner, J. M. Circulation work in public libraries. A.L.A., 1927. p. 244.

very certain that no uniformity exists in the practice of school librarians. Her personal impression is that loans to the classroom should be counted in the library and that the loan to the classroom should be final except where under exceptional conditions pupil librarians are trained to keep the classroom records accurately. In the interest of dependable circulation statistics for the school library, the question of the classroom count should be investigated and ruled upon by some authoritative body.

Circulation statistics should never become a fetish. Much of the finest service given in the school library has nothing directly to do with circulation. A comparatively small circulation due to exceptional facilities for reading in the library itself may, as previously noted, augur better library service than an imposing lending record.

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Wilson, Martha. School library management. 4th ed. Wilson, 1925, p. 71-78.

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Questions and Projects

1. An elementary school (grades 1-6) is made up of the following classes:

No.	Grade
3	1 B classes
2	1 A "
3	2 B "
2	2 A "
2	3 B "
2	3 A "
1	4 B "
2	4 A "
2	5 B "
2	5 A "
2	6 B "
1	6 A "

There are eight school periods in the day. The library will seat one class at a time with a few seats left over.

(a) Arrange a weekly schedule for library attendance by classes.

(b) Could one full-time librarian manage the situation satisfactorily? Why? When should books be circulated?

(c) If the school had double the number of classes, how would you change the library program? When would you plan to circulate books?

2. A senior high school organized on the traditional plan has an enrollment of 1800. The library seats 80. What arrangements should be made for pupil attendance? What plan of pupil accounting would you recommend? Why?

3. Prepare a convenient form for scheduling the use of three conference rooms and a library lecture room.

4. What do you think of the plan for scheduling attendance described in the footnote on p. 336? Would you recommend it in place of voluntary attendance in all high schools? Why?

5. What is your opinion about using the library as a study hall? What reasons besides those given in the text have influenced you in your conclusion?

6. Write a letter to the principal of a junior high school which is about to be organized on the supervised study plan and explain what ought to be done to provide fruitful library experiences for the pupils.

7. Prepare a form for a library pass to be used in a senior high school.
8. What device for limiting attendance appeals to you most? Why?
9. Do you think the use of a reader's card worth while in the school library? Why?
10. Write circulation rules suitable for printing on a school library book pocket. Exchange your rules with those written by another member of the class and criticize as to clarity and content.
11. In the average school would you advocate a permanent or a flexible arrangement for short-time loans? Why?
12. What are the advantages in allowing teachers to lend books directly to pupils from classroom libraries? The disadvantages? Do you agree with the author that circulation to the classroom should usually be final and should be counted along with other circulation?
13. Can you find a plan for taking care of reserves that is different from the one described in this chapter? Which do you like better? Why?
14. Prepare a blank to be used in notifying faculty members of books withdrawn for class use which should be returned to the library.
15. Secure a copy of a printed circulation statistics record and criticize it from the point of view of school use. How would you change it? Give reasons.
16. Make a set of rules, suitable for teachers and pupils to follow, for a permit system that will give pupils liberal opportunities for using the library and still make pupil accounting easy for the teacher.

Chapter XIII

The Administrative Program - General Problems

I. Introduction
  1. The approach
  2. Relation of the school library to the general library problem
II. Points of View as to School Library Administration
III. The Centralized School Library Department
  1. Reasons for centralized administration
  2. Should there be a central school library *department?*
  3. Should there be a director of school libraries?
  4. Functions of the school library department
IV. Types of School Library Administration
  1. Administration by the public library
  3. School board administration

I. Introduction

1. The approach. There are two methods of approach to any administrative program: outlining the program as a whole and observing how it encompasses the units of the system; or beginning with the units and showing how they may be welded into a general plan. The latter has been the method of this book. So far we have considered school libraries as individual, unrelated units. We are now ready to consider their relation to each other, to the whole of community, state, and national library service, and to a comprehensive educational program which provides not only for boys and girls in school but for those outside, and for adults.

2. Relation of the school library to the general library problem. That must ever be a short-sighted school library policy which looks only to perfection of service towards the school and

is oblivious to service towards the community at large. In every project for social betterment, whether educational, recreational, or cultural, the average American is willing to give the edge to youth. Nevertheless, any social program which provides for youth only is bound to fail. Educators and librarians have demonstrated their appreciation of this fact in their campaign for adult education and in many plans for library administration looking towards the coordination of community library resources. It is the function of this chapter to explore some of these plans.

II. Points of View as to School Library Administration

There are sharply divergent points of view as to school library administration. Some of these hark back to fundamentally differing conceptions of public library administration. According to one view, the administration of the public library is a function of the board of education. From another point of view, the public library is an agency not subordinate to but coordinate with the public school.

Another factor is Salome Cutler Fairchild's famous and generally accepted dictum, that the function of the public library "is the development and enrichment of human life in the entire community by bringing to all the people the books that belong to them." [1] Taken literally, this pronouncement suggests public library service for the college or university, and for schools. It is probable, however, that Mrs. Fairchild did not contemplate the extension of public library service to cover universities, and library practice has never gone so far, perhaps because the university is, in reality, an extra-community institution drawing its clientele and its funds from widely scattered districts instead of from local sources. But the demand for school libraries on a basis of educational necessity brought about a puzzling situation. Certainly school children were people, and they belonged to the community. Did

[1] Fairchild, S. C. Function of the library. In Drury, G. G. ed., The library and its organization. Wilson, 1924. p. 498.

service to the school belong to the public library? Or was it a form of specialized educational activity to be taken over by the school from the outside like health work, domestic science, or music?

There are still other points of disagreement. What will be the effect on the public library if the school assumes to care for so large an increment of the work with boys and girls? In some quarters it is adjudged certain that the public library will be weakened thereby in both finance and prestige. In other quarters it is adjudged quite as positively that, freed of the financial and administrative drain of school service, the public library will be left greater freedom to develop its work with non-school groups.

The best minds in library and school fields for the last two decades have puzzled over these and similar enigmas in the field of school library administration and probably will continue to puzzle for many decades more because there is logic and precedent on both sides of the moot points. It is not the function of a textbook to take sides on issues so far from solution and on which as yet there is little consensus of opinion. The best that can be done is to state the issues and the arguments as clearly as possible in the hope that such a statement may be provocative of thought and conducive to further investigation. It is submitted that the solution of the general problem and of its peculiar developments in particular communities will not be arrived at so much by logic or reasoning as by the study of the functions and educational significance of the library in the school and of local library conditions. To the study of functions and educational significance we have consistently endeavored to contribute. The aim of the present chapter is to make additional contributions by outlining the functions and describing the methods of centralized organization as distinct from unit organization. In the long run, administration consists in the adaptation of general principles to particular situations. The librarian goes into action in close cooperation with the local school group. Together they study the situation as it exists and evolve the plan that seems to combine the best service to the school with the finest possible service to the community.

III. The Centralized School Library Department

So much by way of introduction. Let us consider for a time some of the details of centralized administration.

1. **Reasons for centralized administration.** The value of centralized library service in the school itself has been emphasized. Coming now to the consideration of the school library as an integral part of a system of libraries, we find equally cogent reasons for central administration, although it is readily admitted that in the pioneering stages of school library development much of the finest work has been accomplished by wholly isolated institutions. Among the reasons for centralization are:

Economy:

In book selection and purchase by experts.

In book collections. Books may be transferred from one school to another and occasional demands met from a central floating collection.

In time. Classification, cataloging, bibliographic work, and the like may be centralized; and temporary use may be made of the services of individual librarians in the system who are specially qualified to carry through difficult pieces of expert work to the advantage of the entire organization.

In housing and equipment. Costly and irretrievable mistakes are eliminated when experts do the planning.

Expert supervision:

In the large system

Maintaining standards; insuring proper personnel; keeping up *esprit de corps*; securing balanced development throughout the system and in relation to community library service; and assuring correlation with other departmental and curricular activities.

In the small system

In addition to the above, giving expert aid and advice to partially trained workers such as teachers and part-time librarians.

In the minds of most librarians the question is not whether centralized service is desirable, but how it should be carried on.

2. **Should there be a central school library *department?*** In the Public Library. Public library control of school libraries raises the question as to whether there is need for a special department in the public library. The answer is "yes." Two diverse sources of funds and the necessity of working with an educational group on the one hand and a miscellaneous public on the other suggest sharp distinctions in methods and administrative procedure. Unless a library is so small that it can combine school service and community service in the hands of one person working a maximum of forty-two hours per week, it is best to have a specially trained assistant for the school work. Small libraries as well as large ones have often failed in school service because they have not realized its specialized nature.

In the medium sized public library, combinations may be made between children's department and schools department, or between extension and schools departments. In the first instance the children's librarian acquaints herself with educational method and guards against overlooking the requirements of the upper high school group who approach adults in their reading interests. The extension department head also familiarizes herself with educational ideals. And she works intimately with the children's department, which stands closer to the majority of pupils than do adult divisions.

Combinations such as those suggested are, or should be, measures of economy. In the long run, better service results from the creation of a separate department.

In the School System. When school libraries develop as individual and scattered units in the school system, school officials are likely to question the necessity for departmental organization. The school at first envisages the library much as it does a laboratory — so many dozens of books, or test tubes, as the case may be — requisitioned by the individual in charge, purchased, paid for and turned over to the library by the school business office. Even in a large school system there is no department of laboratories or su-

pervisor of test tube service. Why should there be a department of school libraries coordinate with such departments as physical education or music?

The reader is already in possession of the answer. The school library is not a storeroom, but an agency for highly specialized educational service. When, therefore, a school system contemplates the development, under its own auspices, of libraries in any considerable number of its units, it should develop a centralized agency, presumably in the department of supervision, though with a considerable degree of administrative power. In villages or small cities having perhaps a high school library and classroom collections in the grades, centralized administration may be achieved through the high school, the librarian acting as director for the group. In certain rural communities central administration has been attempted through what is known as the county superintendent's library. But this plan has never attained any vogue. The average county superintendent is too busy to act in person as librarian, nor has he had the necessary training and experience; and he has no funds for a librarian's salary. It is far better for the county or individual school district to enter into contract with the county library, if such there be, for library service and administration.

3. **Should there be a director of school libraries?** This question has largely been answered by the preceding discussion. If there is need for a school library department, there is need for a department head. In the public library the position is that of head of an administrative department or division; in the school system the position is ordinarily that of head of a supervisory department. In either case, qualifications should be equivalent to but not necessarily identical with those for workers in similar grades of service. For instance, the librarian acting on the school headquarters staff should be appointed more on the basis of professional library training and experience than of educational experience. Both are worth while; but unless the school recognizes the value of a professional contribution from another field there is little

point in bothering with a department of libraries. As well establish a department of physical education and appoint an English or a mathematics teacher as head. The public library, on the other hand, should look for someone with school experience and with the educational point of view, for knowledge of books and library methods alone does not always argue for successful school work.

We have used the title *director* in connection with the office. There are certain unfortunate suggestions in the word supervisor and *director* is coming into use in libraries and schools. It should be understood that as used in this chapter the term *director* is inclusive, meaning either director or supervisor.

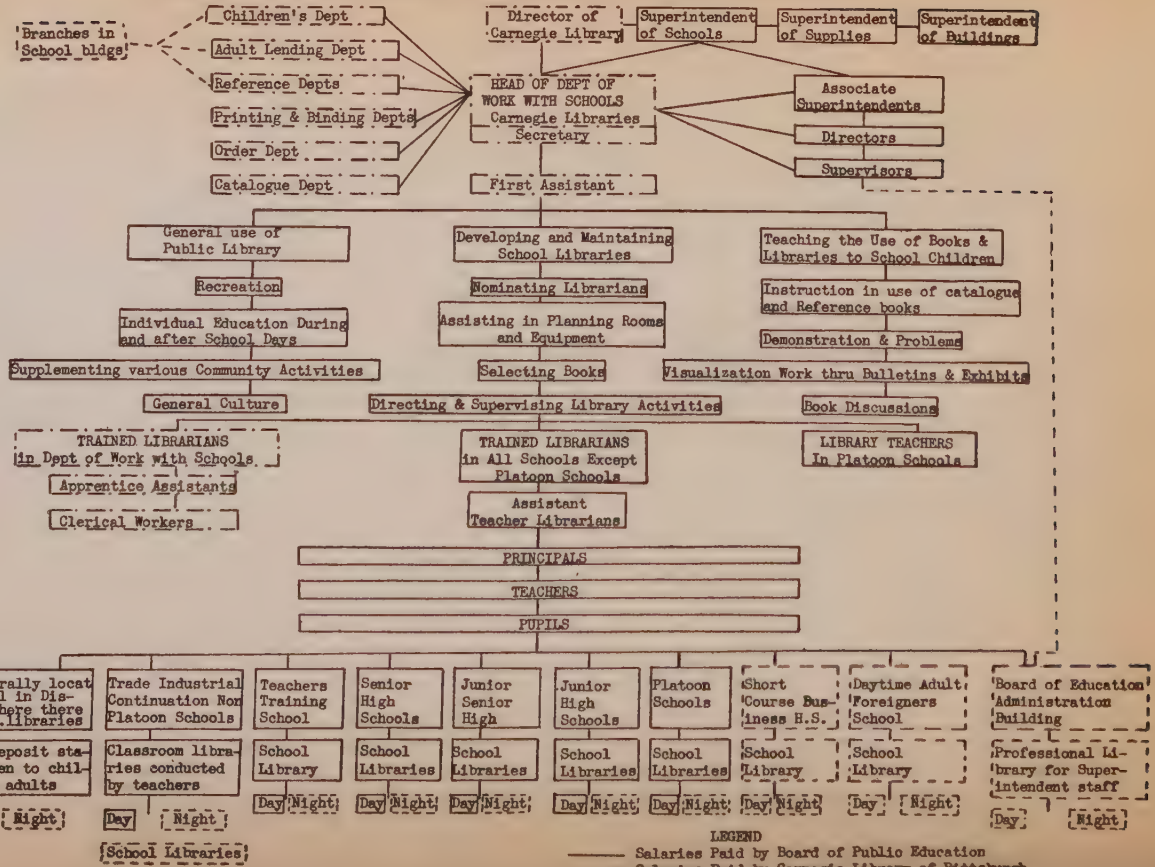
4. Functions of the school library department. To Determine Policies. Just as the head of any other supervisory or administrative division is responsible for the general policy of that department, so the director of school libraries determines guiding principles of work and organization on the basis of investigation and research. This is accomplished in close cooperation with other members of the staff, or staffs, for no matter to whom the department is officially responsible there is always a moral responsibility to see that policy-making in the school library field envisages both educational achievement and community library service as a whole.

To Act as Liaison Office. It has been shown that the library in the school has a coordinating function, drawing together printed tools for the common use of all school groups. So the school library *department* acts as a coordinating agency, bringing to a focus the activities of various school library units, welding them into a well-defined educational and library program, and relating them to the community library program. This is accomplished in a variety of ways:

a. *By group conferences* with or meetings of the school librarians in which problems are discussed, new methods aired, and plans made for future work and cooperation.

b. *By inter-departmental conferences.* The director of school

GENERAL ORGANIZATION OF DEPARTMENT OF SCHOOL LIBRARIES, PITTSBURGH PUBLIC SCHOOLS



libraries sits in with other school supervisors and heads of staff, giving and receiving aid on such problems as curriculum revision, housing and equipment, budgeting, diagnostic and remedial work in reading, the instructional work of the library, and a hundred matters of common concern. On the public library side, conferences may be had with the head librarian, and with departments such as order, reference, circulation, and children's, which should be in constant touch with the schools department.

c. *By visits to schools* on the part of the director and *by conferences with principals* designed to carry over to these administrative heads a definite idea of the library program and to get in return their reactions and advice.

To Act as Center for Organization and Administration. The school library department may and frequently does act as a center for organization and administration by systematizing and performing professional routines, as book selection, ordering, and cataloging. When the department is organized as a department of school *supervision* it sometimes stops short of the above on the theory that to carry forward library processes is an administrative function outside its province. Thus, in order work the department would consult with and act through the school purchasing office but would not attempt to build up a separate order department. In the same way the schools department in the public library may act through other administrative divisions, as order and cataloging. Strict limitation of function occurs chiefly in a few systems wholly controlled by the school; but even here administrative duties insidiously insert themselves. Starting out with a strict construction theory, the department is soon led into plans for the cooperative cataloging of books, and for a separate book order department, a much needed improvement on the wholesale methods of the school purchasing agent. Soon the department of library supervision has acquired a cataloger and an order assistant, as well it may, unless these functions are arranged for through the public library — for,

after all, the important items to the school district are efficiency, time-saving, and money-saving.

School department methods pertaining to *centralized technical routines* are those of the public library extension or branch department adjusted to school service in accordance with the principles laid down in accepted school library manuals. Thus, in *cataloging,* it is advisable to develop for the high school a simple unit card form, in all essentials the counterpart of the form used in a small public library. For the elementary school library and probably for the junior high school the ordinary children's catalog form may be used.[2] In *circulation*, arrangements may be made similar to those suggested by Jennie M. Flexner [3] for deposit and delivery stations, for branch libraries, and for service through intra-system loans. *Book acquisition and book accounting* follow the general rules for these routines laid down by Drury [4] and other authorities on these subjects, with adjustments to the rules and regulations of the school office. In book selection there is perhaps greater variation from general practice than at any other point, for here crop out curriculum demands embodied in approved lists. Theoretically, the units of the school library system should be as free to select reading materials as are branch libraries, that is, choice is not limited by lists, but chiefly by the demand, by good judgment, and by the funds available. Practically, however, this is not the case. Aside from the insistence of the curriculum makers upon lists, school library directors have faced the handicap of untrained personnel in the libraries under supervision. This circumstance drives the central office to the compilation of approved lists in order to safeguard purchases. To the untrained librarian in the school an approved list is a boon rather than an imposition; it gives welcome suggestions and fends off the importunities of the book agent and

[2] See discussion p. 303-07.

[3] Flexner, J. M. Circulation work in public libraries. A.L.A., c1927. p. 158-66.

[4] Drury, F. K. W. Book selection and acquisition. A.L.A., (In preparation).

of the teacher who is not book wise. But with the appointment of professional school librarians the tendency should be to make these lists more and more flexible — an expression of the composite opinion of the group rather than fixed literary bills of fare promulgated by fiat of school department heads. In many a system at the present time the yearly approved list is made up by a committee of librarians in consultation with the head of the school library department. These librarians have previously been in consultation with teachers as suggested in Chapter X, pages 277-78. Any book may be a candidate for the list, but if majority opinion throws it out it may not be purchased out of regularly budgeted funds.

To Establish and Maintain a Central Book Collection. Closely related to the organization and administration of school libraries is the initiation and maintenance of a central collection. This may be of several sorts: (a) a central reservoir from which are made up classroom collections; (b) a central lending collection from which occasional demands are supplied; and (c) a teacher's professional library.

a. *The reservoir collection.* In many localities individual schools have not yet achieved separate library rooms or professional service. The best substitute is the school or classroom collection made up and lent by the central department. Frequently the school buys the basic reference collection and required reading and leaves it to the central library to supply general and recreational reading.

There are at least two distinct theories as to procedure. Some maintain that the *fixed classroom collection* is best. By this plan the reservoir collection is made up of unit libraries, all units for the same school grade being identical as to titles. A unit may remain at the school indefinitely, replacements being provided as books wear out. This plan has the advantage of simplifying the work of the central agency, since it involves a smaller number of titles and a minimum of lending operations. Disadvantages are lack of flexibility and disregard of individual differences among

pupils and teachers. Main features are discussed as follows, in an article in *School library experience*:

> "The best books for pupils in elementary schools are carefully selected and then graded with a view to supplying from thirty-five to forty books for each A and B division of a grade. These collections are assigned to the respective divisions and remain a unit or fixed collection to be used as long as the books last by the pupils of the grade for which they were selected. Each book is considered on its merits and great care is taken in the grading. The plan provides that a pupil entering the third B grade shall find in his classroom books as nearly as possible suited to a third B grade mental level. When the child enters the third A grade the books will be more advanced and again meet the child's advanced mental level and so on through the grades. By the time the pupil has finished the eighth grade he has been exposed, as it were, to the best books suited to his constantly growing mental abilities." [5]

The other method is known as the *block system*. Its advantage is its flexibility. The central reservoir is like a regularly constituted school library except that titles are heavily duplicated. Teachers, or librarians acting at the request of teachers, make up from time to time miniature libraries to be sent to the schools. No two of these small libraries are necessarily alike, and they may be exchanged for entirely new collections at the end of the semester or the year. The following statement of arrangements made for the administration of classroom libraries in a large city is characteristic of the block or fluid collection:

> "Since the number of schools is large and the number of books limited, it is our policy to send the classroom libraries only to those schools remote from branch libraries or where the existing library facilities are inadequate. They are also placed in the lower grades in schools nearer the library centers, thus creating an interest which later will be further developed in the children's rooms. Private and parochial schools, various children's institu-

[5] Zachert, A. B. Classroom libraries. In Wilson, Martha. School library experience. Wilson, c1925. p. 283.

tions, vacation Bible schools and summer camps are also supplied with collections of books. Two trained workers devote their entire time to selecting books for the sets and to visiting periodically all the classrooms and institutions to which the books have gone, for the purpose of seeing that the collections are satisfactory, of securing records of circulation and of making suggestions as to the use of the books. Teachers are urged to come to the library themselves whenever possible, and if not, to send in lists of books they desire. In any case, each set is made up with the special class in mind. As a general rule, the library sets are sent out with the understanding that the children shall be allowed to draw them for home use and they therefore include recreational reading. Exceptions to this rule are made in the case of small reference collections of not more than 15 books bearing directly upon some first grades, which we do not expect the teachers to circulate. Teachers are provided with simple means for recording the circulation of books but are not asked to make a summary report. The collections of books are usually kept through the first semester and may be kept all of the school year. Exchanges are made when requested but most of the exchanges are made at the beginning of the second semester in February. The collections vary in size according to the grades:

Kindergarten	15 books
1st	20 "
2nd and 3rd	25 "
4th and 5th	35 "
6th	45 "
7th and 8th	50 " " [6]

Both the block and the fixed collection have their staunch advocates. From the point of view of modern education with its insistence on flexibility, the block system is the more ideal. But practical considerations such as insufficient staff in the reservoir library, and frequent lack of knowledge on the part of teachers as to the best library books available argue for the fixed collection — provided, of course, the central staff is made up of experts in children's book selection.

[6] From a statement found in a Cleveland school library scrapbook.

b. *The central lending collection.* This is almost identical with the reservoir collection used in the block system. But it may also be present under the fixed collection plan in the form of a special floating group of books. Under both forms of administration there are occasional sudden runs on books. A poetry contest in a particular school creates a demand for riming dictionaries and all that the central lending collection owns are none too many for the occasion. The contest over, the books return to the central shelves ready for another contest elsewhere. If the central lending library is affiliated with the city or county library it may supplement its own materials by temporary requisition on that institution. This is one of the decided advantages in cooperative or public library administration of school libraries. It is not impossible for the independent school library to arrange for an inter-library loan in much the same manner; but service is rarely as prompt and it involves more red tape. A stimulating account of the uses of the central lending collection is given by Annie S. Cutter in an article on "The supervision of school libraries" in *School library yearbook no. 2.*[7]

c. *The teacher's professional library.* Somewhere in the school system or in the public library, provision should be made for a professional collection for teachers.[8] A central school library department, if one exists, may undertake the administration of such a collection. To do so is one of the best devices for securing the cooperation of teachers in school library work. More than that, it is a sound arrangement from the administrative point of view, because the professional resources of the system are gathered together in one place, and made useful through expert reference service, while at the same time extension and deposit station service through the schools is provided. Affiliation of the teachers' library with a municipal or county library has the like advantage of con-

[7] Cutter, A. S. Supervision of school libraries. In School library yearbook no. 2. A.L.A., 1928. p. 89-98. Reprinted from the Library Journal 52:847-51. September 15, 1927.

[8] See also discussion p. 205-07.

centrating educational reading material in one spot and giving it close physical relationship to allied fields of reading. No matter where located, the teachers' library should be in charge of an expert — someone who is at home in both the library and the school field, and is capable of understanding and intelligent assistance. The librarian of such a collection works in close cooperation with heads of the school staff as well as with teachers, and plays an important part in research work and curriculum building.

A recent significant enlargement of the teachers library idea has been the inauguration of the *parent and teacher room*. Here are assembled under the direction of an experienced librarian not only a professional collection for instructors, but books dealing with problems common to the two groups: character training, physiological and psychological development, cooperation between home and school. To this at least one library has added a model collection of books for children, which does not circulate, but is kept permanently on the shelves for the assistance of parents and teachers in book selection.

To Act as a Supervising Agency. Supervision of school libraries involves consideration of the point of view and the duties of the supervisor.

a. *The point of view.* Supervision has been variously interpreted. In certain minds it is associated with management, surveillance, and control. Others place the emphasis on direction and guidance. The successful school library director probably combines traits from both fields, but there is reason to believe that a policy of leadership and guidance is better than arbitrary management and control. It is more in the spirit of democracy and of the newer education. To illustrate:

Suppose the director has observed a tendency on the part of school librarians to employ the lecture method in teaching the use of special reference books, and wishes to bring about a change. One way would be to issue a bulletin ordering the abandonment of lectures and the substitution of, let us say, the project method.

This would be control; but guidance is better. The director therefore explains and discusses the newer method at a school librarians' staff meeting and asks for volunteers willing to experiment. Every group includes individuals eager to pioneer, and there is seldom difficulty in getting the volunteers. When the director has observed Miss B's success with the experiment, Miss B is asked to stage a demonstration lesson. Or arrangements are made to have other librarians visit Miss B to observe her methods. Shortly the project plan becomes the vogue. If a few librarians refuse to adopt the newer fashion and the director traces their refusal to inertia or prejudice rather than to reasoned objection, private conferences may be arranged, or a word dropped to the principal that the methods used in his school library do not seem quite so up to date as those over in H—— school where Miss B is librarian. Wouldn't he like to suggest to his librarian that he is much interested in the project plan for library work as carried out in H—— school? This last is pressure, of course. But the plan as a whole has the advantage of winning the voluntary support of the majority, and only the laggards need be pushed.

The director finds that in dealing with principals and school officials a similar method of approach is advisable. Demonstration is better than argument or the arbitrary laying down of the law. As this is being written the author is following with interest an experiment, based on the same fundamental conceptions, but much wider in scope, now being carried on in a city where school library development has lagged because of lack of understanding or inertia on the part of the school authorities. Here the public library has agreed to stage in a new school a two-year demonstration of expert school library service. The school board has equipped the room with the aid and advice of the public library and has agreed to pay the salary of the librarian for two years. Otherwise it assumes no responsibility. The choice of books and of the librarian, and leadership in methods are all to come from the public library. The first year of the experiment has closed with expressions

of sincere appreciation from principal and teachers. It is easy to prophesy that the demonstration will lead to a permanent plan for the continuance of efficient library service in the new school and will serve as leaven for the whole system.

b. *Duties connected with supervision. School library yearbook no. 2* [9] has supervision as its major theme. Statements are included from a number of the best known agencies, local and state, which outline accurately and in detail the supervisory activities of the director's office.

What are these supervisory duties?

(1) *To act as a center of personal inspiration*; or, as one director puts it, "to help . . . school librarians to become book specialists while keeping them human beings." This may be accomplished by providing for the librarians stimulating contacts with the director and with each other through staff meetings; and with new books and new methods through exhibits, demonstration, and discussion.

(2) *To provide for training in service.* State agencies sometimes accomplish this end by conducting or cooperating in library institutes and summer training courses. Local agencies may have recourse to one-hour-a-week courses in children's literature, and in platoon school library management for part-time librarians,[10] to cooperative arrangements providing for university or teacher's college extension courses in school library science, to lectures by visiting librarians, to reading clubs and study clubs.

(3) *To serve as a repository of and a distribution center for the book knowledge of the group.* Over and above the assistance given through the issuance of approved lists, the department may keep a file of book notes written by school librarians and labeled with plus or minus signs according to the decision of the group as to rejection or eligibility for purchase. It may gather and send out similar information in the form of bulletins; or it may build up a

[9] American Library Association. School library yearbook no. 2. A.L.A., 1928.

[10] Mulheron, A. M. Training teachers for library work in platoon schools. Library Journal 52:283-86. March 15, 1927.

model school collection, or collections, in which teachers, librarians and parents may browse at will, absorbing impressions of balance and inclusiveness in the school library as well as making first-hand contacts with desirable books.

(4) *To act as a relaying station for educational ideas.* The director passes on to librarians the fruits of investigation, of curriculum study, of diagnostic and remedial work in reading and of similar enterprises engaged in by educators in general and by local research groups.

(5) *To encourage research on the part of school librarians.* A great number of problems in the school library field await solution. School librarians have unusual incentives for research in view of their close relationship to teachers who, as a group, have put their hands to research and research methods. Supervision which does not encourage the contributions of individual librarians and of groups of librarians in the research field is falling short of its full mission. This point has been clearly made by Eleanor M. Witmer in an article on supervision.[11]

(6) *To study and develop the school library instruction curriculum.* A number of pertinent problems were set forth in our chapter on library instruction.[12] Among them are the content of the lessons, grade placement, and relation to other curriculum subjects. In the absence of suitable texts, the department of school libraries must often compile and issue them. Such work need not be the personal contribution of the director; in fact, it is often better accomplished as a committee or group project. But it is the responsibility of the director to see that the work is initiated, encouraged, and made available to the system at large.

(7) *To visit libraries.* The word "visit" is purposely used instead of the word "inspect" for reasons consonant with the theory

[11] Witmer, E. M. City supervision of school libraries: Denver. In School library yearbook no. 2. A.L.A., 1928. p. 98-108. Reprinted from Library Journal 52:851-55. September 15, 1927.

[12] Chapter VI.

of supervision set forth on page 383. The ideas inherent in school visiting have been compactly stated by Miss Witmer:

"Two phases of visitation are widely practiced — survey and service. Visits made for the purpose of survey are generally a part of a carefully planned schedule. A new person taking up the position of supervisor will probably do more of this work at first than later. It will be necessary for her to become familiar with her staff personnel, the principals of schools through whom she will work, the book and room equipment of each school and the plan of library organization in current practice. Later survey visits will provide the opportunity of observing such things as how effective certain types of library organization are, how the course of study is functioning in the classroom. Again it may be for the purpose of observing the work of the librarian with the object of gathering good ideas to carry to other librarians or for the purpose of offering constructive criticism to the librarian herself. On such occasions as the latter there is a need for a very frank and open impersonal expression of opinion from both supervisor and librarian with no reservations for fear of giving personal offense.

"Supervisory visits from the standpoint of service take on a different purpose and meaning. The occasions for such visits are at the request of someone — principal, librarian or another supervisor. They are primarily for the purpose of aiding in the solution of recognized problems. The supervisory department now becomes a service station subject to call when the need for expert advice is felt and demanded. In all likelihood visits made under these conditions will result in a cooperative effort of principal, librarian, and supervisor for the solution of the problem. Unconsciously or consciously the supervisor may have done much to create this demand from the school. . . . The supervisor will take the lead in offering constructive suggestions. No principal can be expected to have expert advice to offer on professional matters but he has a contribution to make in recognizing the feasibility of the plans suggested and in arranging for carrying them out."

(8) *To supervise the construction and equipment of school libraries.* It has been suggested that the professional training of the

average principal or school architect does not ordinarily comprehend efficient school library planning. Expert advice must be had from some source, and if there is a department of school libraries, school officials should learn to look for it there.

(9) *To select and place school librarians.* While localities differ as to the amount of authority lodged with the director in connection with personnel work, it is safe to assume that every director takes a hand in it, and rightly. Depending on custom or local ruling, the director acts in setting up standards of eligibility for librarians; interviews candidates for appointment and investigates their credentials; recommends them for appointment; reports to the superintendent of schools on their efficiency and recommends advancement or elimination; adjusts schedules and the appointment of assistants; and, in short, carries on the duties usual to personnel work.

(10) *To encourage the development of school libraries.* Without encouragement from a central agency some schools always lag behind in the development of organized school libraries. Oftentimes, in the large city system, no provision whatever is made for service to evening schools or continuation schools until the department of school libraries suggests it. And yet these schools often contain the groups who most need ready access to books and the stimulation of the reading habit.

(11) *To engage in field work.* Rather more than the individual school library, the department of school libraries is called upon to engage in extra-mural activities. Contacts are made with the public at large and with interested or related groups through feature articles for local newspapers, addresses before commercial clubs, women's clubs, and welfare organizations; encouragement and advice are given to outside schools; committee work and research are assumed in connection with state and national organizations such as the state federation of teachers or the American Library Association. These and like activities make heavy but

legitimate inroads on the time of the department, and are met cheerfully and wisely.

Summary of departmental functions. The functions of the school library department have been outlined under five headings: determination of policies; service as a liaison office; services rendered the school library in organization and administration; the establishment and maintenance of central collections; supervisory functions. The discussion of these functions has been kept broad in its outlines in order to include in one category the work of various types of departments such as local and state agencies, and departments organized under two forms of control: public library and school. Details have necessarily been meager. For these the school librarian is referred to general library practice in connection with extension work, and to the accounts of departmental work as carried on in various localities. Further information may be derived from the study of manuals and reports issued by state agencies, and by reference to Chapter XIV, p. 413-21, dealing particularly with work in rural districts.

IV. Types of School Library Administration

It has been indicated that there are two opposing points of view with reference to final responsibility for school library service, one being that it belongs to the public library and one that it belongs to the school. A compromise view is that it belongs to both. Having now before us the functions and duties of centralized administration, and keeping clearly in mind the functions of the school library as heretofore set forth, we are at last ready to consider the outstanding types of administration in some detail.

1. Administration by the public library. This may be administration by a city, a township, or a county library.

When the demand for school library service first arose there was a general impression that the school was being well cared for if the public library furnished it with a small collection of books, or,

in effect, operated a school deposit station. The books were chiefly literary or recreational in character, and if the school felt the need of a few reference titles it bought them itself. These raised no real administrative problem, for they were too few. As the demand for books grew, the school offered to take a larger part in financing and the public library widened its activities to include more personal service until what had started as a bit of library extension evolved, as a rule, in one of two ways: it either grew into a cooperative plan for school library service, or the public library dropped out, leaving the school to assume full control.

2. **Cooperative administration.** This type likewise is frequently spoken of as public library administration — perhaps because while it is based upon a joint agreement, the details of administration are left to the public library.

The agreements entered into by the two institutions differ in various localities but in general they are something like this:

The School Board Agrees	The Library Board Agrees
1. To provide, equip, and maintain school library quarters.	1. To provide expert advice in connection with the planning of rooms and equipment.
2. To include appropriations for library books in its budget.	2. To supplement school appropriations. To make available to schools the general book resources of the library.
3. To select and purchase reference books and supplementary sets out of funds appropriated, *or*	3. To select and purchase a limited group of books, *or*
4. To turn over the entire appropriation to the public library.	4. To select and purchase *all* library books and periodicals.
5. To employ librarians recommended by the library and pay their salaries.	5. To recommend librarians for appointment.

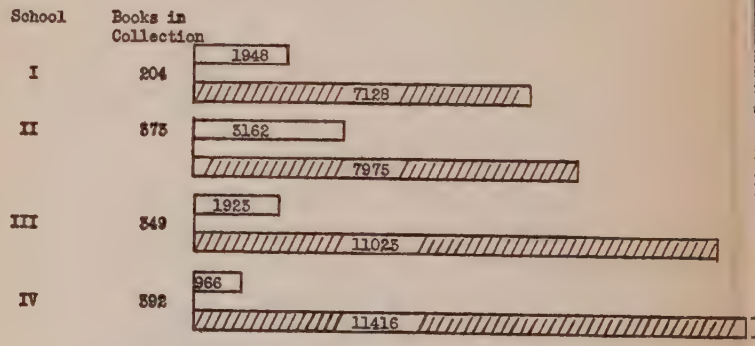
The School Board Agrees	The Library Board Agrees
6. To concur in the appointment of the director.	6. To appoint a director of school libraries and pay the salary.
7.	7. To organize school libraries and assist in their administration by trained librarians.
8.	8. To organize and administer classroom collections in schools without organized libraries.
9. To appropriate funds for a teachers' library.	9. To furnish quarters for a teachers' library and administer it.
10. To furnish and pay for school supplies used in the library.	10. To furnish and pay for regular library supplies, for binding and for the repair of books.
11. To furnish transportation for classroom collections. Sometimes to furnish all transportation.	11. To furnish transportation for special loans. Sometimes to furnish all transportation.

Cities representative of the above type of administration are Pittsburgh, Cleveland, and Portland, Oregon. Minnesota has many small communities representative of the same type. Township and county libraries have entered into similar agreements with school districts. California, with its widely developed system of county libraries, is well known in this connection, as are also New Jersey and many other localities.

The advantages claimed for cooperative administration are: (a) *Better service* to both the school and the community through centralized organization of reading resources. The plan saves duplication of books and gives to the school the privilege of drawing upon a large collection; it makes possible the use of the school building for community library purposes; it makes a strong appeal to the taxpayer. Service is better because conducted by experts. Thus, cataloging is done by efficient catalogers; selection and ordering are in the hands of book specialists; mending and binding are economically and satisfactorily cared for. (b) *Continuity*

SCHOOL LIBRARIES IN LONG BEACH, CAL.
1926-1927

BOARD OF EDUCATION LIBRARY SUPPORT		PUBLIC LIBRARY SCHOOL SERVICE
5 High Schools 5 Librarians 2 Clerks	←	WEEKLY LOANS
5 Junior High Schools 5 Librarians 5 Clerks	←	DAILY PACKAGE SERVICE; Paid for by schools
All are Trained and Experienced Children's Librarians. Salary is that of a Teacher		
9 Elementary Libraries Training and Salary as above	←	$250 Per Year for Purchase of Circulating Books. Daily Delivery 1 Station in School Building 18 Schools Served by Classroom Collections. 5 Schools Served by Branch Libraries Across the Street from the Schools.



CIRCULATION OF PUBLIC LIBRARY BOOKS
Long Beach Schools

Key

Classroom collections administered by teachers.

Loan collections administered by trained children's librarians.—The former had been in operation many years. The results of the latter are for the first year only.

in the development of the library habit. There is no decided break in transferring from school library to public library when the pupil leaves school. (c) A better chance for *all-round library development for the community.* Public schools do not receive an unfair share of financial aid; parochial and private schools are included in plans for service.

3. School board administration. The organization of school library service under the school board is comparatively simple. The board employs a director or supervisor who is responsible to the superintendent of schools and who stands in the same relation to principals, teachers, and the central administrative staff as do other supervisors.[13] Monies appropriated out of regular school funds or sums designated by law for the purchase of reading matter are expended under the supervision of the director. In short, the functions carried jointly by the school and the library under the cooperative plan are carried solely by the school board.

Many school districts have adopted this program even when there were present excellent public libraries. Among them are Denver and New York. In localities where city or county library service does not exist, or where it is poorly organized, the school board type of administration is the only possible method for securing school library service.

The advantages claimed for school board administration are: (a) *Close correlation.* Book selection is carried on by school library experts who by virtue of their educational affiliations are better able to judge of school needs than is the public librarian. The plan gives unrestricted power over policies which may be determined solely by reference to school situations. There is unqualified faculty status for school librarians. (b) *Simplified methods.* Librarians are not burdened with reports and routines chiefly suited to the public library; classification and cataloging are adapted to school purposes without being unduly influenced by public library specifications. (c) *Sole power over appointment* and the qualifications

[13] See p. 372-73.

of appointees. It is possible to emphasize the teaching function of the librarian and to dismiss librarians not adapted to school work. In the small school it is possible to arrange for a teacher-librarian.

It is evident to anyone comparing the advantages claimed for each form of administration that some on each side are based on wrong assumptions. For example, when the public library claims better service because provided by experts, it assumes that the school district will not employ professionally trained librarians. Unfortunately many large school districts do not, and small communities perhaps cannot. On the other hand, we are aware of plenty of remarkable examples of expert service given by professionally trained librarians in independent school libraries or in systems managed independently of the public library.

Another assumption is that the continuity of the library habit is broken if boys and girls must transfer at graduation from one library institution to another. The answer to this is that excellent school library service administered from whatever angle leads to the public library because it develops the reading habit and the power to use wider library resources while pupils are still in school.

On the other side, the claim that the school-directed library gets better correlated service assumes that the public library will not place direction in the hands of a competent personnel — that is, a personnel that knows both the school side and the library side. Again, we have plenty of shining examples to prove that this is a mistaken idea.

For bibliography, questions and projects see end of following chapter.

Chapter XIV

The Administrative Program - Special Problems

I. Special Problems in Support and Control
   1. Finance
   2. Control of personnel
   3. Control of educational policy
   4. Economy
II. The Rural School Library Problem
   1. The movement toward consolidation
   2. State aid and supervision
III. The Contributions of Library and Educational Organizations
   1. The American Library Association
   2. State library associations
   3. Educational organizations
IV. Summary and Conclusion

I. Special Problems in Support and Control

It is apparent that local conditions have a great deal to do with the type of control and support suited to the community and make it impossible to aver that any one type is the invariable "best." Deficiencies and pitfalls inherent in varying arrangements have already been dealt with to a considerable extent. But there remain certain outstanding problems which must be considered in greater detail. They are finance; the control of personnel; the control of educational policy; and economy in service, in the book collection, and in housing and equipment.

1. **Finance.** The first problem is a financial one. School library service is costly. But it is not more costly nor even as much so as the work of a number of other school departments, as is indicated in the following table of expense reported by Dr. L. V.

Koos [1] from a 1923 report of the National Council of Teachers of English on the labor and cost of the teaching of English in colleges and secondary schools. In this table the cost of the library is included with English — an unsatisfactory method, as Dr. Koos points out — but still interesting for purposes of comparison.

English	$2.76	Physics	$19.71
Latin	1.62	Chemistry	23.49
French	1.75	Agriculture	10.75
German	1.28	Home Economics	10.24
Mathematics	.75	Manual Tr.	26.25
History	2.06	Commercial	4.45

School folk, prone to think of libraries in terms of books rather than of service, often fail to realize the extent of service rendered or the expense involved until they have tried to run an efficient library themselves. This does not prove that the school system should administer its own school libraries; it does indicate an obstacle which the public library must surmount in assuming control. Public library funds are limited and, on the whole, not as easily procured as school funds; and the school, though willing to take the service the public library renders, is frequently unwilling to underwrite the proposition adequately. It is here submitted that under any and all forms of administration the school may well take the financial responsibility. This may be done by diversion of school funds through a contract for service entered into with the public library; by unmistakable support on the part of the school board of public library campaigns for added funds; or by direct appropriation from the school to the public library. The method does not so much matter as that the principle of financial responsibility on the part of the school district be adhered to. Institutions, like people, fail to appreciate what they do not pay for. The average public library cannot and should not unaided turn sufficient funds into school service to make it effective.

The annual appropriation. The findings of the American Li-

[1] Koos, L. V. The American secondary school. Ginn, c1927. p. 714.

brary Association *Survey of libraries in the United States*[2] indicate no uniformity and little system in school library financing. The same conclusion is borne out by the findings of the American Library Association Curriculum Study. The fund ordinarily designated as the library appropriation is the book fund and may or may not include magazines and binding. Salaries are buried in the general school estimates for such purposes, and supplies frequently are. The *Survey* cites a few schools that report specific sums appropriated for supplies or general maintenance, but these reports are too scattering and too irregular to be of much value. The prevailing method of budgeting and bookkeeping in the school does not lend itself to segregated statistics of the kind desired. Accounts are not according to administrative divisions but by kind of expenditure: thus, so much for salaries, textbooks, supplies, building operations; *not* so much for the department of physical education, mathematics, or the library. The same difficulty is present in public library accounting.

Standards. We have, to be sure, some *standards* covering expenditures for books, magazines, supplies, et cetera, the best known of which are the so-called "Certain Standards" for the high school and for the elementary school.[3] These recommend for the high school "for books alone a minimum of 50 cents (per pupil) each term"— presumably $1.00 per year, since the school year is ordinarily divided into two terms or semesters — and an additional $40 minimum for magazines.[4]

But this estimate was based on prices quoted in 1917. Records kept over a series of years by the Seattle Public Library indicate that the average price of books increased from 95 cents to $1.42 in

[2] Survey of libraries in the United States. A.L.A., 1927. v. 3. p. 276-77.

[3] National Education Association Committee on Library Organization and Equipment. Standard library organization and equipment for secondary schools. A.L.A., 1920; and National Education Association and American Library Association Joint Committee. Elementary school library standards. A.L.A., 1925. p. 20.

[4] For initial book appropriations see further the Certain Standards and Martha Wilson's School library score card. A.L.A., [1927]. p. 10.

1923, an advance of 45 per cent; and there has been no recession since.[5] On the basis of this rise in prices the estimate for the book fund should be increased to approximately $1.50 per year per pupil. Moreover, the library engaged in building up its basic collection must have a larger appropriation than one possessing that basic collection; and the school isolated from public library resources should have more than the one located where such resources are available. The latter points are covered in a recent statement of standards coming from Indiana.[6]

"a. The annual appropriation for books, periodicals, binding and library supplies (exclusive of salaries and library furnishings) should be:
  (1) In schools with public library service also:
    (a) $1 per pupil in grades 9-12 until the collection approximates 6 volumes per pupil, thereafter 75c per pupil.
    (b) 50c per pupil in grades 7-8.
  (2) In schools without public library service:
    (a) $1.75 per pupil in grades 9-12 until the collection approximates 8 volumes per pupil, thereafter $1.25 per pupil.
    (b) 50c per pupil in grades 1-8.
b. Not more than 25% of the total annual appropriation should be spent for general reading books.
c. Extra appropriations should be made for (1) sets of encyclopedias, and unabridged dictionaries, (2) sets of supplementary readers, (3) books not included in recommended lists for school libraries."

Martha Wilson's School Library Score Card[7] gives us the following for the high school:

[5] See also Drury, F. K. W. Book selection and acquisition. A.L.A., (In preparation.)

[6] Indiana Department of Public Instruction. Administrative handbook for Indiana High Schools, 1928. Author. p. 87-89. Reprinted in Library Occurent 9:49-50. April-June, 1929.

[7] Used by the North Central Association of Colleges and Secondary Schools in its 1928 high school library study. See North Central Association Quarterly 3:246-88.

Books: new and replacements — 50 cents per term per student, minimum.
Periodicals — $40 per year, minimum. ($100-$150 also suggested.)
Binding — $100-150 per year.
L. C. Cards — $60.
Supplies — $75-$150.
Contingent fund — $50.

The Certain *Standards* [8] for the elementary school with an enrollment of from 500 to 2,000 suggest the following amounts annually:

Reference books	
Additions and duplications	$300
Replacing and binding	$300
Recreational	
Additions and duplications	$200, minimum
Replacing and binding	$300
Periodicals	$45

The very wide enrollment range here detracts materially from the value of the figures, and in his "Elementary School Library Defined in Dollars and Cents" (printed with the *Standards*) Mr. Certain suggests a gradation of the above figures according to type and size of school.

It is evident that our most commonly accepted standards are in serious need of revision. But until such a revision can be effected, these admittedly imperfect measuring sticks are a very present help, for they still represent ideals appreciably ahead of the actual achievement of any except the most advanced school library systems.

Allocation of the appropriation among schools. In a school library system, the division of the lump sum appropriated among the various units is sometimes calculated on a basis of enrollment. This method is questionable since it does not take into account the size of the initial book collection or fluctuations in the use of

[8] National Education Association and American Library Association Joint Committee. Elementary school library standards. A.L.A., 1925.

the library under varying plans of school organization or curriculum development. Designating lump sums equal in account to all schools is open to criticism for the same reasons. A more flexible method of allocation based on the findings of the school library department, and subject to revision by the superintendent of schools or the city librarian, is desirable. In state or county work where schools are small and scattered, practice varies widely [9] and it is impossible to suggest any wholly ideal method, though here again the findings of a competent supervisor should bear much weight.

Salaries. The question of salaries was discussed on page 27. It is the duty of the school library director to study the knotty problems there raised and to recommend to the superintendent of schools or the public librarian, or both, schedules based primarily on preparation and experience. If these are, as they should be, equivalent to the requirements for teachers, then the schedule, including the salary of the director, logically follows the school schedule for members of the educational staff. No other scheme meets fairly the demand that librarians have the status of faculty members, based on the educational contribution they make to the school and on equivalent preparation. The same provisions for vacations as those made for the school staff are likewise logical; that is, librarians and director should receive amounts for ten months' work equal to those received by members of the educational staff for a similar period of service. If service extends over eleven months, eleven months' salary should be forthcoming.

2. **Control of personnel.** Division of responsibility and of authority makes for confusion in any field, and the situation created when the public library controls or cooperates in the administration of school library work is no exception to the rule. As members of the public library staff, the director and the librarian in the school are responsible to the public library; as members of an

[9] See Koos, F. H. State participation in public school library service. Teachers College, Columbia University, c1927. p. 11-14.

educational staff they are responsible to school authorities. Given the best intentions on both sides, there are possibilities of disaster. To some school authorities the situation appears an utterly impossible one. The principal cannot see how he can deal with a faculty member whose first responsibility is to an outside institution; and the superintendent cannot conceive of full cooperation and complete grasp of educational method on the part of a director or supervisor of school libraries accountable to the public library. To librarians the situation does not seem so incongruous, perhaps because they are more accustomed to regard library service as something given *to* or done *for* the school, and not of the intimate substance of the school's educational plan.

The difficulty is a real one. Whether it is of sufficient importance to outweigh considerations of economy and the close knitting together of the entire free book resources of a community are questions for careful consideration in view of local conditions. The stickler for undivided school control faces the undeniable excellence of school library service carried on under the wing of the public library in cities like Cleveland and Pittsburgh. On the other hand, he knows he has back of him unimpeachable administrative theory when he says authority must be centered; and he readily points to examples of poor service under divided control.

3. **Control of educational policy.** Although the library and the school have many educational ideals in common, it is inevitable that they should approach them from different angles. A simple illustration will suffice. Suppose a children's librarian and an elementary school librarian are each presented with one hundred dollars with which to buy a collection of books for little children. The children's librarian, having in mind the individual child, the education of his emotions, and the development of his ideals of beauty, devotes a considerable sum to the purchase of fine editions illustrated by well-known artists. The school librarian, having an equal desire to satisfy the aesthetic tastes of the individual child, has also a vision of groups of boys and girls who must

be furnished with numerous and varied titles in order for them to advance properly in the mechanics of reading. So she compromises with the aesthetic ideal and buys more books (but it is to be hoped not less valuable books) in school editions which combine stout binding with good type and frequent illustrations by less known artists. Each librarian is justified in her choice, but neither might be willing to have the other dictate selection, because paramount policies are different. When, therefore, the public library administers school service it is under a definite obligation to study educational exigencies and to adapt its methods to those of the school, or else to face the complaint that it is exercising an objectionable control over educational policy which it does not understand. Perhaps one reason why so few school districts ever entirely turn over their book funds to the public library is because of this very difficulty. The school dislikes to lose control of a fund the expenditure of which is so closely related to its program with reference, let us say, to a method like supervised study. Those public libraries giving satisfactory school service are facing this problem squarely, taking the position that it is their business, if they serve the school at all, to adapt procedure to school conditions.

4. Economy. The increasing expenditure of schools and libraries everywhere creates a problem for the taxpayer, and any project which bids fair to cut down expense without injury to service is worthy of careful consideration. Cooperative control of the school library promises to do just this.

The first *economy appears* to be *in service*. If one librarian can serve more people and do it equally well under a combined arrangement, an economy has been effected. In the small community there may not be sufficient work either in the public library or in the school to occupy the full time or to enlist the services of a capable librarian. In such circumstances, more efficient service may be provided for each institution by combining the two positions. Or the librarian may divide her services between two administratively

separate institutions. The latter arrangement is found in a number of small towns where the librarian serves the school district part of the day and the library board the rest. But if in a larger community the public library staff is already fully occupied, then doubling the number of institutions or of groups served simply means doubling the number of librarians, and the economy is fictitious. In this connection it must be remembered that library hours for the adult public do not fully coincide with those for the school. Evening hours, Saturdays, and vacation periods must be provided for.

Economy in the book collection is another point. But economy in books depends first of all upon the number of readers served. If, for instance, patronage is so small that one copy of each book in the reference collection is sufficient to supply the demand, the community saves by making it possible for both adults and pupils to use the same collection. But if patronage is heavy and books must be duplicated, there is no saving.

Another and more important consideration is that public library and school collections do not, or at least should not, wholly duplicate each other. The adult public demands a heavy percentage of late fiction; it needs philosophical, religious, and technical journals and treatises; books and periodicals dealing with the problems of maturity. Most of these are not essential in the school, and in the case of recent fiction, are better out of it, because such literature tends to absorb the entire attention of boys and girls who might otherwise be developing wider reading tastes. It is to be noted also that school demands suggest heavy duplication of certain titles, because the school deals more largely with group interests than does the public library, and also because the school library is selective where the public library is inclusive. There is, of course, a large field of literature common to both; and if, as has been before suggested, the community is so small that a single copy of most books will meet the combined need, an economy has been effected.

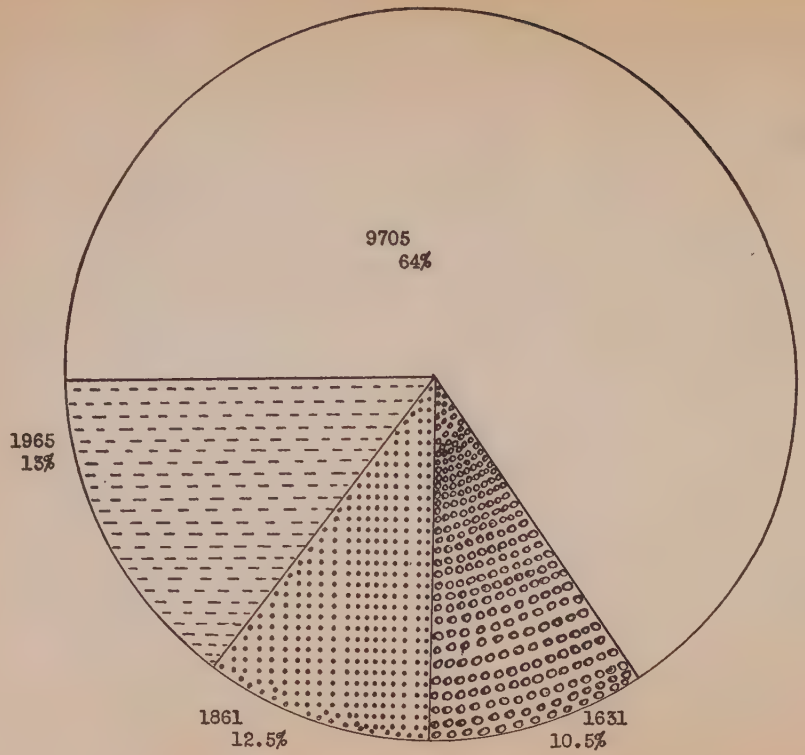
Economy in housing and equipment through combined use of a single plant is a plausible aim. This may eventuate in a program of school visits to the public library rather than in the provision of a school library; in the outfitting of a special high school room in the public library, though this is rare; or in the building of branches close to school buildings so that pupils may patronize the library with ease while being provided with classroom collections to care for the fixed demands of the curriculum. In some cities public library branches have been installed in school buildings.

It is probably evident to the readers of this book why the first three plans are never entirely satisfactory from the school point of view; briefly, there does not occur the intimacy of relationship and close adjustment of library service to the curriculum that the modern school desires. But *the public library branch in the school* appears to overcome these objections while offering appreciable savings in housing, equipment, personnel, books, and administration. Notable among the cities where it has been tried are Kansas City, Missouri; St. Louis; and Grand Rapids, Michigan. A goodly number of smaller communities are likewise operating under the plan, which has been widely sanctioned by civic organizations interested in decreasing the burdens of the taxpayer. A brochure recently put out by the City Club of Chicago entitled *Public library branches in school buildings* [10] is a case in point.

Let us examine the plan. But first let us be perfectly clear as to what we are discussing. It is the question of the *public library branch* in the school building and not that of the *school library branch*. With the latter arrangement, which is found in Cleveland and certain other cities, we are not at present concerned, for it is only one form of cooperative administration whereby school libraries are considered to be special libraries under centralized direction. It is unfortunate that many writers and investigators

[10] City Club of Chicago Education Committee. Public library branches in public school buildings for school and community use. Author, 1926-27. (Mimeographed ed.)

Cleveland Public Library
Service Types Extent



Number of Registered Borrowers
in the
Nine Elementary School Libraries
From:

- Schools in which libraries are located
- Other public schools
- Parochial schools
- Adults in neighborhood

RELATIVE SCHOOL AND COMMUNITY SERVICE OF THE ELEMENTARY SCHOOL LIBRARIES
1926

do not get this distinction. Failure to do so leads to confusion and wrong conclusions.

In our examination of the scheme let us keep uppermost in our minds the requirements for housing and equipping the school library as laid down in Chapter IX, remembering that they were based on recognized standards for school library service.

It seems fairly obvious that to build and maintain one building is cheaper than to build and maintain two. But it is well to realize that the extent of the economy may be considerably cut if, for instance, twice as much space is required to serve two hundred readers as to serve one hundred. As a matter of fact, when the branch library is housed in the school double the space will probably not be necessary. But it will be essential to provide more, for the library activities of children and adults are not easily combined, and in the public library it is customary to have separate quarters for each group. Is there any reason for not providing the same when the public library or its branch is placed in the school building? It appears that there is rather more reason for so doing since the shifting of an entire roomful of boys and girls at the end of every school period is distracting to adults. So also is the freedom of movement which should be the pupil's right during his library periods. From the other side, the presence of adults is frequently distracting to children. Arrangements may, of course, be made to admit adults only at hours when school is not in session. But it must be recognized that such a plan offers only partial service to adults.

Economy in *heating* is often mentioned. But this may easily turn into extravagance if the school building is not equipped in a way to make possible the heating of the library unit without reference to the rest of the building. Adult libraries must be open evenings, Saturdays and Sundays, and during vacations when school is not in session. The fuel bill accruing to the library when the main heating plant must be used at such times sometimes eats up all the saving possible in other directions. Building engineering

has ways of meeting this difficulty in a new structure, but is not always successful in an old one.

Economies in service and in the book collection have already been discussed as a part of the general problem of cooperative administration and it is unnecessary to repeat them. In connection with service, however, we may add that the problem of personnel must always be considered. Many a librarian excellently qualified to deal with adults is a failure in school work, and vice versa. This may be a matter of personality, of preparation, or of point of view; but it is not uncommonly found that carrying on school and adult service with the same personnel is unsatisfactory. Such an arrangement is in the nature of an expedient and is seldom ideal.

Summarizing our discussion of the economies inherent in the branch-library-in-the-school plan, we may say that there is genuine financial saving in building and a problematic one in equipment, including books; heating and service.

There yet remains the question as to whether the saving is a wise one. Upon this point there is a great variety of opinion. It has been found that in some communities the general public has a prejudice against entering the school building and will not go there for library service; or that school buildings are not located in the paths of adult transportation and therefore do not attract adult patronage. The answer to these objections is, first, that the prejudice against the schoolhouse does not everywhere exist and that libraries have been known to break it down where it was once in evidence; and second, that branch public libraries should be located only in schools that *are* on main lines of adult transportation.

It is argued that to introduce pupils directly to the public library without the intervention of the school library is an advantage. This assumes that the public library is prepared to give the same service that the school library does, or that the two services are in themselves identical. Whether or not the latter is true, it is left to the reader of this book to decide for himself. If the

services are not identical, either the public or the school stands to lose unless housing, book selection, and personnel are adjusted to meet diverse demands.

It is further pointed out that placing public library books in the school building makes them more accessible to the majority of boys and girls than keeping them in the main library or in widely scattered branches. To this it is replied that if the child's only contact with the public library is in the school building, the library may become permanently associated in his mind with compulsory schooling and upon graduation or a less ceremonious release it is happily dropped along with schooling.

In connection with the whole problem of cooperative administration there is still the question as to whether what is wise or perhaps only expedient for the small community is equally expedient for the large one, and vice versa. It is most certainly a mistake to generalize. Each situation must be studied on its own merits and decision made in view not only of expediency and economy, but of the specialized service which is the right both of the adult and of the pupil.

II. The Rural School Library Program

Throughout this discussion we have tried to make it clear that service to the urban community may be quite a different matter from that to the rural group. Let us take time to consider the latter group with more care.

1. **The movement toward consolidation.** It is not consonant with American ways of thinking nor with the principles of democratic government to provide country boys and girls with meager opportunity for personal development. And yet because of isolation, many country children have fewer opportunities than are enjoyed by city boys and girls. In the school field there has been in recent years a concerted movement in the direction of consolidated schools and larger units for school administration — the

substitution of the township or the county board for the old district board. In the library field we have seen the development of the township or county library. Both movements have a bearing on rural school library administration. The consolidated school district may arrange for library service on the same general lines as the city system; (a) through the development under the district of a central school library office or department, or (b) through cooperative arrangements with the township, county, or nearby city library.

Library service via school agencies. We have mentioned the county superintendent's library, which has never been particularly successful.[11] This should not be confused with school district libraries, which "are public libraries in every sense of the word." [12] As a rule, very little thorough-going organization of school library service for rural schools has ever been attempted through local school agencies. Instead, each individual school does for itself as best it can with such advice as is obtainable from neighboring public or university libraries and from the state school library agency, if there is one. Service is confined to the purchase and circulation of books, and is directed by teachers having no special training.

Cooperative arrangements. A number of states have laws making it permissive for the school district to enter into contract with the local city, township, or county library for service to schools.[13] This may involve little more than centralized selection and control of the book supply, including arrangements for the frequent interchange of collections and a workable circulation plan. Even such incomplete service is a tremendous improvement over the old hit-or-miss methods of selection and purchase. Just how valuable the newer cooperative form of administration is, the student can scarcely realize until he has jolted over the hills in a library book wagon glimpsing schoolhouses little and medium sized, and has

[11] See page 372.

[12] Library extension. A.L.A., 1926. p. 41.

[13] For example of a contract see Wilson, Martha. School library experience. Wilson, 1925. p. 15-16.

watched the eagerness with which books are exchanged, and requests are made for special volumes to be sent later by parcel post.

County library service. Best known among cooperative plans is county service. The conditions which the county library faces and the results it achieves are strikingly brought out in a report published in the *Western Journal of Education*.[14] In an attempt to investigate the method of distribution of supplementary reading in the elementary schools of California, two typical counties were studied, one of which supplied books through the county library, and the other through purchases made by the districts themselves. The investigators went first to the county without centralized library service.

> "To visit one of these old-time school libraries is equivalent to a visit to all of them, as the type of books in each library is the same, the only difference being in the accumulation of years. Among them were libraries eight shelves high and crowded two tiers deep with a large percentage of unused books.
>
> "Each library had many supplementary books. Some of them dated back to 1880. McGuffey Readers, Appleton Readers, and others with the stilted style of half a century ago were crowded in with other readers representing the changing educational ideas of many years. All of these books should have been circulating and wearing out in service at the time they were serviceable instead of becoming a worthless accumulation in one spot.
>
> "Reference books which were far beyond the comprehension of elementary school children were found in great numbers. Encyclopedia Britannica, Chambers Encyclopedia of Universal Knowledge, and many others were relegated to unused shelves, while Compton's Pictured Encyclopedia and other up-to-date works took their place among the ones used by the children.
>
> "A perfectly amazing number of inactive books by well-known authors in almost every library caused the observer to wonder if they represented the fine reading taste of early days or simply bore tribute to the ability of book agents. Among the authors

[14] Henshall, M. D. School library service in Calaveras and Tuolumne counties. In The Western Journal of Education. June, 1928. p. 15-17. Same slightly revised in School Life 14:66-67.

and books represented were Darwin's Origin of Species and Descent of Man, Homer's Iliad, Hart's American History Told by Contemporaries, Bacon's Essays, Miss Mulock's John Halifax, Gentleman, the works of Carlyle, Emerson, Victor Hugo, Ridpath, Holmes, Dickens, Tolstoi, Cooper, Ruskin, Robert Louis Stevenson, Jane Austen, Owen Meredith, Shelley, Hood, Hemans, Kipling, Eliot, Hawthorne, Kingsley, Dumas, Irving, Shakespeare, Bulwer-Lytton, Guizot, and all the poets from Chaucer to Tennyson.

"These small district libraries do not worry over classifying and cataloging books. They have no class prejudice in regard to books — a book is a book. There is no concern over incongruities in shelving books. Ethel M. Dell's The Lamp in the Desert jostles Darwin on one side and Shakespeare on the other. Conan Doyle's Hound of the Baskervilles is in close proximity to Bacon's Essays, and Robert Browning's poems livens them up a bit.

. . . . . .

"Some Californiana was found in the school libraries, the two most important sets of books being Hittel's California and Bancroft's Native Races of the Pacific States. Although Calaveras County is most closely associated with the lives of Mark Twain and Bret Harte, the books of these two authors were seen in very few school libraries. . . .

"Among all these books for adults was a sprinkling of children's books for home reading. There were some good children's books, but there was an appalling number of books in series dating from the Jonas Books published in 1839 and the Pleasant Cove Series published in 1874 to the Boy Scout Series and Camp Fire Girls of the present day. The Dotty Dimple Series, Little Prudy Series, the Rollo Books, Oliver Optic, the Elsie Books, the Alger Books, Betty Wales Series, the Henty Books, and other series both ancient and modern greatly predominated in many school libraries over the helpful, delightful, wholesome type of children's books. . . .

"At the conclusion of the survey a backward look over Calaveras County showed a panorama of school libraries similar in type of books and varying only in the number collected. There was a vast accumulation of unused supplementary books, reference books, and general reading which had outlived its use-

fulness in each school district. There were many books which were still of value if they could be circulated to other elementary schools, to high schools, and to communities. The one medium provided by law for circulating supplementary school books and general reading for the schools of California is the county library. Calaveras County is one of the twelve counties of California which does not have a county library.

"After leaving Calaveras County two days were spent in Tuolumne County.

"Each teacher visited in Tuolumne County was asked, 'Have you enough supplementary books? Each replied emphatically in the affirmative with the comment, 'We get our books from the county library.' The same question had been asked each teacher in Calaveras County and each one gave a negative reply.

"The schools of Tuolumne County are supplied by the county library with magazines to meet the needs of the children, and educational magazines are provided for the teachers. Phonograph records and stereographs are sent to the schools to aid the children in their studies. Maps and charts are being brought up to date as rapidly as the funds permit.

"Home reading is a strong point in the school service given by the Tuolumne County Free Library. All of the children of the county are doing home reading. There are classroom collections in the schools. The teachers of the county supervise and keep a record of the children's reading. In the primary department of the school at Sonora the teacher has a beautiful reading table covered with carefully selected children's books from the county library, which serves as an incentive for better lessons. A large class of fourth and fifth grade pupils in Curtis District at Standard had read all the way from seven to thirty-one books during the year. Arastraville School District with one teacher, twenty-three pupils, and eight grades showed a remarkable record in home reading. In the second semester thirteen of the children had read from eleven to twenty books, and the remaining ten children from twenty to forty-two books of the best type of children's literature furnished by the county library. In the first semester an equally remarkable record was made. Good books have solved the question of leisure time for these children. Teachers find that pupils who have the reading habit advance more rapidly in their studies than those who do little

general reading. A record of the children's home reading has been sent by each teacher in the county to the general supervisor of schools of Tuolumne County. It shows what can be done in a county with a county library when each person concerned is actively interested in developing the reading habit.

"Using the question of cost as a measuring stick it may be interesting to compare the expense of school library service in Calaveras and Tuolumne counties.

"The Calaveras County School Superintendent's report for 1926-27 showed that the elementary schools had spent for library purposes $2134.76 and the high school $1108.18 — a total of $3242.94. The annual report of the Tuolumne County School Superintendent stated that $2678.54 had been spent for library purposes by the elementary schools and $881.40 for the high school library — a total of $3559.94. The totals show that each county spent practically the same amount.

"Because the inefficienct, wasteful school district library system is still in vogue in Calaveras County, the school library funds of that county merely brought a small amount of fresh material to each school, which was used for a limited time and then put to sleep upon the shelves of the respective school district libraries to augment the constantly increasing number of dead books which should be alive and under the direction of a trained librarian sent on to be used in other schools.

"On the contrary the school library fund of Tuolumne County is invested by the county librarian in books, magazines, music records, and apparatus for the use of the children of all the districts. Under the supervision of a trained librarian this material is kept in circulation and gives the maximum service for the money expended."

Comment on the pictures here given is superfluous. They show the values in organized service under the county library far better than a world of discussion. The methods used in extending such service are largely those of the centralized city system operating school branches and classroom libraries. Records and technical processes follow the usual lines. Books are selected with an eye to the tastes of children living outside of large cities and the demands of the rural school curriculum. Distribution is by any means

available: the book truck, parcel post, saddle bag, or the back of teacher's Ford.

2. State aid and supervision. States frequently help out backward or isolated communities or encourage local development by providing "state aid." This is a sum of money given to the community for a specified purpose. It often matches or is based upon appropriations made by the community for the same purpose. Thus, for every ten dollars raised by taxation for library books, the state may agree to give ten dollars more. In 1929, sixteen states were making financial grants for rural school libraries, while county aid was provided in twelve.[15] It is customary to attach some strings to the grant: books must be purchased from the state list, and approved by the state school library agency; or a librarian must be employed who has had more or less professional training.

State aid and supervision of school libraries is carried out by the state library extension agency (state library, library commision, or library division of the department of education) or by a division of school libraries organized under the state department of education. The legal provisions under which individual states operate are summarized in Dr. Koos' *State participation in public school library service*,[16] and in Miss Lathrop's article referred to above. Unfortunately there is nowhere in print any complete account of the additional services made possible through administrative rulings. For such information recourse must be had to professional periodicals, and to reports and circulars issued by state library agencies and departments of education themselves.

Minnesota, Wisconsin, and New York are examples of what may be accomplished by the judicious use of state aid contingent upon local effort and accompanied by professional advisory service. The quality of books selected has been noticeably improved and

[15] Lathrop, E. A. State and county financial aid for rural school libraries. School Life 14:118-19. February, 1929.

[16] Koos, F. H. State participation in public school library service. Teachers College, Columbia University Bureau of Publications, c1927.

Book Truck Service to a Rural School

book purchasing has become economical and businesslike. Best of all, villages and country districts are learning to avail themselves not only of state aid but of local opportunities for cooperative service,[17] for the policy of the well-administered state agency is always in the direction of developing community responsibility and resources.

Activities of the state office. Like the city school library department, the state office must have at its head a librarian who is an expert in school library work. The position is usually known as that of state supervisor of school libraries. The most significant contributions made by the state division of school libraries center around personnel, organization, and book selection. Most states, as we saw in Chapter VII, have laws looking toward the provision of books; but until the state library agency or the state education department sets up some central machinery, organization and service are totally neglected.

The activities of the office may be grouped under the following headings: (1) certification and placement, (2) professional training activities, (3) field work, (4) advisory service, (5) book selection, (6) cooperation with other state agencies, (7) reports, (8) reading guidance and reading certificates, (9) reference and lending service.

Certification and placement. Nine states, according to Dr. Koos, "may, under provisions of their laws, either make rules and regulations for the qualifications of, or issue certificates to school librarians." [18]

The arguments for the certification of school librarians are similar to those for the certification of other professional workers: securing proper personnel through the setting up of definite and compulsory standards; the possibility of progressively raising stan-

[17] Wood, H. A. The rural school library. In Wilson, Martha. School library experience. Wilson, 1925. p. 322-23.

[18] Koos, F. H. State participation in public school library service. Teachers College, Columbia University Bureau of Publications, c1927. p. 114.

dards; weeding out incompetents; fixing the status of school librarianship upon a definite footing. Among the difficulties are the lack of professional librarians and of training facilities to increase the supply; the tendency of school officials to over-emphasize teacher-training and to under-emphasize library training; and the perfunctory quality of certification carried on by members of one profession for members of another.

Where there is a state school library division under competent administration, certification becomes, as in the teaching profession, a convenient tool for raising standards. School librarians' certificates may be permanent or for limited periods. They may be obtained after examination or upon presentation of proper credentials showing that the candidate has the necessary background of general education and has completed a curriculum in library science and special courses in education, or has equivalents in experience. The state office passes on the credentials of applicants; exercises discretionary powers in the many peculiar cases that arise owing to the newness and uncertainty of standards in school library work; and consults, on the one hand, with organizations like the American Library Association Board of Education for Librarianship with reference to the accreditation of library schools and courses, and on the other hand, with the state department of education, in an effort to work out equitable and acceptable standards on which to base future certification.

Without the presence of an organized library division, certification is unsatisfactory if not actually dangerous. It means that librarians are certified on the basis of teaching ability or that their library qualifications are judged by persons so unfamiliar with library practice that the judgments rendered are without real value.

It has been suggested in the case of small public libraries that certification of the institution might be better than certification of the librarian. Considering the tremendous power wielded by such accrediting agencies as the North Central Association of Colleges

and Secondary Schools and of the state department of education itself when it acts in the accrediting of schools, an interesting question appears: Would making adequate library service a heavy item in high school accrediting work as well or better than certifying the librarian? If a school knew that its acceptability to the North Central Association, let us say, depended on the showing it could make on Martha Wilson's score card,[19] would it not have the best of incentives for employing a competent librarian?

Professional training activities. Closely associated with certification is provision of training facilities for school librarians. In the rural school, responsbility for library work must ordinarily be placed in the hand of a part-time or so-called "teacher-librarian." These part-time workers cannot be required to undertake full library training. But most of them welcome, and all of them need, at least a short course in library instruction. And so the state school library agency fosters the development of summer courses in connection with teachers colleges or universities. In addition, it may itself hold institutes or district conferences where groups of school librarians come together, as do teachers, for inspiration, advice, and mutual helpfulness.

Field work. Like the city director of school libraries, the state supervisor makes visits to schools. These are chiefly visits to schools which, because of isolation or lack of connection with other library agencies like the county library, look directly to the state department for advice and assistance. In New York such assistance is given chiefly to junior and senior high schools with an enrollment of less than five hundred. In another state the best work may be done through the larger consolidated schools. Perhaps an inspector for the state department of education brings in word that the library in such and such a school does not meet the standards; or the report which each district must furnish to the department of education gives the clue; or the principal of the school asks

[19] Wilson, Martha. School library score card. School library yearbook no. 2. A.L.A., 1928. p. 59-74.

for help in organization. In any case a library field worker proceeds to the community and studies the situation. If a county, township, or village library is within reach, some plan of cooperation may be recommended, and calls made upon school and library officials to secure their support. If there is a promising teacher on hand who appears willing to learn and able to carry on once the book collection is organized, the field worker may undertake the job of organization. Some idea of how she goes about it may be gained from the program followed by one such field worker:[20]

"First you put on a big apron and find a step ladder and a strong boy. When all the books have been brought in you begin ruthlessly discarding. You start one group of school girls accessioning in a loose-leaf accession book and another group removing labels. You yourself classify, using a simplified system. You have two pupils paste pockets. Other pupils write bookcards from the accession sheets, using the accession number. The prospective teacher-librarian assists in all this when she is not busy with classes. You see the president of the board and the lady members of the board — and keep them standing. At the end you show the pupils how to put the books in order on the shelves and you leave the part-time librarian in charge of the accession record, the state list of books approved for purchase, a manual on the care and use of the library, and an announcement of the coming course for school librarians which she has promised to attend, spurred on by you."

There is, of course, more to the story — supplementary visits, reports made by the field worker and filed in the office, correspondence, personal conferences with the principal during a chance contact at a teachers institute where the field worker has given an address. All these items go into the sequel, which is closely related to the next branch of state activities, its advisory service.

Advisory service. Into every state office come hundreds of questions, and questioners. What shall we do about our principal? He wants to spend the entire library appropriation for a set of history

[20] Quoted from memory by the author.

books. How can our over-anxious teacher-librarian be made to see that it is better to lose books than to lock up the cases? Please recommend a book on how to catalog the library according to the Dewey Decimal system and tell us where we can get a Dewey. How can we secure the *Farmer's bulletins*? The Parent Teachers Association wants to give us some books — shall we ask for the money instead? How many library hours should be allotted to the part-time librarian in a high school with an enrollment of 200? Shall I attend the summer session this year or save my money for that year of library training I expect to take soon? What does one do about rebound books that break in the middle? How can we persuade girls to read non-fiction?

All these questions the staff answers by letter, by published bulletin, or in personal conference. Sometimes very large and important problems arise: Shall the state library association recommend to the legislature a new law regulating the distribution of state aid? Shall the state university school of education establish a 30-hour library science curriculum? To these the state worker gives careful thought and much study in order that leadership may be discriminating as well as forceful.

Book selection. Excellent state school library lists such as those issued by Minnesota testify to the leadership of state school library agencies in book selection. In some states purchase from approved lists is mandatory upon the school district; in other instances state aid is conditioned on purchases from the lists. Bulletins dealing with subscription sets or new titles are sent out. In every possible way the office acts to prevent or forestall unwise choices. "In Oregon, after the local authorities and county superintendents have made their selection, the books are purchased by the state librarian. If the selection is not made by a certain date, the state librarian [who in Oregon is in charge of all work for schools] chooses and purchases the books, sends them to the county superintendent and charges them to the local district." [21] This is unusual, but it has

[21] Koos, F. H. State participation in public school library (*cont.*)

no doubt saved the state many hundreds of dollars in useless books.

Cooperation with other agencies. Regardless of whether the agency concerned with school library service is organized under the state library, the state library commision, or the state department of education, its most significant contacts will be with the last. When new courses of study are being planned, the supervisor of libraries will naturally be asked to contribute, both by providing information for the curriculum makers themselves and by engaging in bibliographic work, for courses of study should be sent out to schools accompanied by accurate and usable lists of reading material. The library's interest in visual education will also be recognized, and plans will be worked out whereby service through books and service through films and slides may be made to supplement each other. Educational surveys and studies will look to the library division for professional and statistical information. School building supervisors will seek the office for advice in library planning.

The office will also make contacts with other agencies. The Parent-Teacher Association will welcome advice on the issuance of book lists and the campaign for better magazines in the home; the Drama League, the Artists Guild, and the Red Cross, to say nothing of the state department of forestry, the state department of agriculture, and other official agencies looking for ways and means to disseminate information, will find a ready coadjutor in the library supervisor who knows how to place useful printed material where it will reach the desired clientele. Relationships will be close with the public library agencies of the state; with the state library association; with library schools; with committees working on surveys and plans for reading guidance, adult education, and administrative cooperation. In short, the division will act as a clearing house and liaison office for all organizations seeking to serve schools through library channels and for all educational agencies seeking service through libraries.

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service. Teachers College, Columbia University Bureau of Publications, c1927. p. 14.

Reports. Items which occupy much time are the collection of statistics and the issuance of reports. Most state offices send out to each school district comprehensive blanks by means of which necessary information, both statistical and general, is collected for the department of education or other agencies requiring reports.

Reading guidance and reading certificates. The manager of the library department of a bookstore received not long since a letter from a rural school teacher: "I have recently been reading aloud to the pupils. I find cowboy stories are what they like best. They have especially enjoyed *The Kid from Roaring Gulch, Ride 'em, Cowboy*, and others of that series. Enclosed find $10.00 for which please send us more books of a similar nature."

It is small wonder that state school library agencies have felt it necessary to enter the field of reading guidance. Their heaviest contribution is in connection with the production and distribution of lists. Another plan is the reading certificate. This is a diploma issued by authority of the state department of education or the state library showing that the pupil has read a certain number of books from approved lists or other satisfactory titles. Such certificates have met with severe critcism from librarians who think that they interfere with the voluntary and spontaneous nature of children's reading, but their use is wide enough to suggest that many agencies, if they do not consider them ideal, at least believe them expedient.

Reference and lending service. The supervisor's office may build up a reference and circulating collection. But more often its relation is so close to the state library extension service that reference questions and requests for books may be referred to that agency. Perennial requests for debate material are thus met, the printed matter furnished by the extension department being sent to the school or its librarian rather than to the individual pupil. This same extension department may furnish traveling libraries to out-of-the-way districts too poor or too small to buy for themselves any but the veriest essentials; and it may circulate state reading

circle books and books on educational method to teachers far away from universities and teachers colleges. Sometimes the state university is better prepared to carry forward this service than is the state library. In such circumstances the supervisor of school libraries may again act as liaison officer, putting schools and teachers in touch with the proper agency and contributing to the university extension division such reports on conditions as will make reference and lending service more effective.

The field of state service. The foregoing description of the activities of the state school library agency has considered them chiefly with relation to rural conditions. But the student should not make the mistake of thinking that activities are limited to rural schools. Like the state library commission and department of education, the school library office serves the entire state. But like those other agencies, it can largely leave the stronger urban centers to care for themselves under the laws and regulations with which all must comply.

There are still many states in which very little is being done by any agency whatsoever for rural school libraries. In other localities the work is so largely experimental and tentative that few conclusions can be drawn. More information is needed and it is suggested by a member of the United States Education Bureau staff that "two important ways by which such information can be supplied are by research studies relating to the subject and by segregation of data applying to rural schools collected by state educational and library agencies. If a textbook on school libraries can stimulate an interest in these two things, it will render a great service in improving libraries for rural schools." [22]

III. The Contributions of Library and Educational Organizations

It would be unfortunate to end any treatise on school library

[22] Extract from a letter sent by the United States Education Bureau to the American Library Association Library Curriculum Study.

service and administration without reference to the professional organizations which have rendered signal help in the advance movement.

1. **The American Library Association.** First among these is the American Library Association. Concerned with the betterment of library service in all fields, it early showed its interest in work with children. In the records of the Association the extension of such work into the school is evidenced by the appointment of committees on cooperation with schools and in a steady increase in the number of school library discussions in its programs. In 1915 the organization of a school library section was authorized. The purpose of this section is "to serve as a clearing house for professional information regarding libraries in elementary, secondary, and normal schools, and to compile a directory of school librarians . . . to discuss methods, formulate policies, establish standards and maintain relations with . . . the N.E.A., and other educational organizations." [23] Closely related to this section and working intimately with it is a standing committee of the American Library Association known as the Education Committee. This committee has included in its activities the publication of the school library yearbooks so frequently referred to in these pages. Included in each yearbook is a directory of school librarians who are members of the American Library Association. In 1929 there were 1,684 such members. Just how many school librarians there are in the United States no one knows; but it is safe to say that the Association includes in its membership the preeminent ones and that it has always drawn into its service on committees and special projects the leaders in the school field.

The attitude of the organization towards work in the school field has recently been expressed in a statement adopted by the American Library Association Council. It might almost be called the school library platform of the Association.

[23] American Library Association. Handbook, 1927. In American Library Association Bulletin 21:516. No. 11, November, 1927.

What Constitutes Effective School Library Service

The American Library Association believes that a school library is an essential of the modern school, and that expert librarianship is the most important element in effective school library service.

The effective school librarian is one who stimulates in boys and girls a wholesome curiosity about books, and a desire to possess books; who helps to develop correct reading tastes, and encourages reading for pleasure and profit; who provides for pupils systematic instruction in the use of books and libraries, and for teachers and administrators intelligent professional service; who makes the library a center for the socialized activities of the school.

Expert school librarianship presupposes professional preparation including college graduation, or its equivalent, and the completion of (1) at least a year of work in an accredited library school or (2) an accredited school library science curriculum of not less than 16 semester hours. It also includes sufficient courses in education, or their equivalent in teaching experience, to provide the necessary educational background.

School administrators desiring effective school library service will find it advantageous to consult with the local library or the state library extension agency as to the best methods for securing it. They will provide in their budgets for salaries comparable to those paid for expert service in other departments of the school. They will make generous provision in pupil programs for the use of the library, and whenever possible will so arrange the schedule of the librarian that she may give her entire time to the library, unhampered by other school tasks. Only so can the library be made a vital and active educational agency.

Professional training for school library service must be provided by colleges, universities, teachers colleges, and normal schools, as well as accredited library schools, if the demand for expert school librarianship is to be met. Standard library science curricula suited to various types of institutions have been adopted by the American Library Association. Every teacher-training agency now offering courses in library science or purposing to offer them in the future will find help and expert guidance in these Standards, which may be had on request from

The American Library Association

Appearing almost simultaneously with this platform was a "Project for a study of school library service in the United States." [24] Although it has not been possible up to the present to finance such a study, the comprehensiveness of the plan and its presence in the annual report of the secretary indicate that the Association is fully conversant with opportunities and problems in the school field and only awaits the means with which to inaugurate a program of wider helpfulness including the establishment at headquarters of a bureau of school library service with an expert staff in charge.

But it is not alone through distinctively school library instrumentalities that the Association contributes to the school library movement. The publication from year to year by the Committee on Salaries of salary statistics for school librarians has been valuable in securing more equitable adjustments; the Board on the Library and Adult Education has touched upon school problems in many places, one of the most significant being the carry-over of the reading habit from school to adult life; a study undertaken under the joint supervision of the American Library Association and the American Association for Adult Education has eventuated in a volume on *The reading interests and habits of adults* [25] which has values for the school librarian outside of the chapters on children and young people; the Editorial Committee authorizes from time to time the publication or reprint of lists, articles, and manuals of unusual value to the worker in the school who might never be able to secure them through commercial channels because of the comparatively small demand; the committee on Cooperation with the National Congress of Parents and Teachers, although new, will undoubtedly help to bring into close touch an organization which has reading guidance for boys and girls as a major aim; the committee on Public Library Branches in School Buildings is engaging in a study of timely significance; the Board of Education

[24] American Library Association. Annual report, 1927. In American Library Association Bulletin 21:111-13. No. 7, July, 1927.

[25] Gray, W. S., and Munroe, Ruth. The reading interests and habits of adults. Macmillan, c1929.

for Librarianship has worked out and distributed standards for curricula in school library science suitable for teachers colleges and accredited library schools;[26] and the Committee on Library Extension in its tremendous task of encouraging library facilities in every nook and cranny of the country has consistently studied the relationships existing between libraries and schools, especially in rural districts, and has spread the gospel of community service, including the school, through such agencies as the county library.

2. **State library associations.** Most state or regional library associations exist as chapters of the American Library Association. Accordingly, one finds there too an intelligent interest in the school library, and many of the same activities in progress. There is usually a school library committee, and the annual conferences regularly stage programs having to do with school affairs.

3. **Educational organizations.** In has heretofore been suggested that the school library idea has received great impetus from the changed curriculum and revolutionized method of the twentieth century public school. No sooner was the new program entered upon than the necessity was felt for more books and more complete library service for the school. Accordingly, such organizations as the National Education Association and the North Central Association of Colleges and Secondary Schools found themselves appointing committees and undertaking studies whose object was the development of the school library. These committees went to the public library for advice and received it in generous measure; or they asked school and public librarians to serve on committees. As early as 1896 we find that the National Education Association had developed a school library department under the able leadership of Melvil Dewey. By 1913 the department was in close touch with the committee on the reorganization of the English curriculum, the report of which, appearing in 1917,[27] set a high standard

[26] Standards and curricula in school librarianship. Reprinted in part from the annual reports, 1926, 1927, of the Board of Education for Librarianship. A.L.A., 1927.

for the library in the high school. In the meantime there was organized in 1915 the Library Committee of the Department of Secondary Education of the National Education Association. Beginning with a survey of school library conditions, this committee, together with one from the North Central Association of Colleges and Secondary Schools, worked out and presented to the two organizations a report on *Standard library organization and equipment for secondary schools of different sizes* [28] which has become a classic because it was the first attempt definitely to formulate and to standardize library practice in the school field, and because it was approved by two well-known educational organizations. By 1920 we find it stamped with the approval of the Committee on Education of the American Library Association and issued under an American Library Association imprint. At present, out of print and in need of revision, it still wields an enormous influence; for with but slight modifications it has been incorporated into the programs of departments of education and accrediting agencies east, west, north, and south. The report on secondary schools was followed in 1925 by a report on *Elementary school library standards* [29] appearing first in the *Fourth yearbook* of the Department of Elementary School Principals and reprinted by the American Library Association. And lastly, in 1928, there appeared in print another significant document,[30] the report of a special committee on libraries of the North Central Association, based on findings obtained through the use of Martha Wilson's Score card.[31] The

[27] National Joint Committee on English. Reorganization of English in secondary schools: report . . . compiled by James Fleming Hosic. In U. S. Education Bureau Bulletin, no. 2, 1917.

[28] National Education Association Committee on Library Organization and Equipment. Standard library organization and equipment for secondary schools. A.L.A., 1920. (Revision in preparation.)

[29] National Education Association and American Library Association Joint Committee. Elementary school library standards. A.L.A., 1925.

[30] North Central Association of Colleges and Secondary Schools Special Committee on Libraries. High school library study. North Central Association Quarterly 3:246-88. September, 1928.

facts brought out by this survey should, and no doubt will, form the basis for new library standards and policies to be developed by the Association.

State teachers associations and regional educational councils have, like state library associations, their school library committees and sections. Sometimes the school librarian confronted with possibilities of membership in so many organizations in both professions grows bewildered and decides to specialize in one field only. This is rarely wise, for most of the forward steps have been based on cooperative effort. The school librarian should have lines out on both sides.

IV. Summary and Conclusion

This book began with a picture of the library in the school; it ends with that picture in its community, state, and national setting. And yet what the student wishes is not a picture but a program. He has seen evidence along the way of makeshift measures; perhaps he feels that the present situation, like Topsy, has "just growed." He would like to have access to a pattern, more or less adjustable, which would fit any circumstances.

On the service side the outlines of the pattern seem fairly clear: it is the function of the school library to act as a vital educational agent within the school, providing enrichment for the curriculum, opportunities for social development, and an urge towards the life long use of books for intellectual advancement and for pleasure. It is a well-defined program. On the side of administration the pattern is not so clear, nor will it be until more studies have been made and more experiments tried *with a full realization of the ends sought*. Perhaps in the final analysis, clarification of the service objectives will be found to be the longest step towards the solution of the administrative problem. If we know what we are going after, we shall be in a better position to judge of the vehicle

[31] Wilson, Martha. School library score card. In School library yearbook no. 2. A.L.A., 1928. p. 59-74.

to use. It is not likely that we shall all use the same. If passengers are few, one conveyance may suffice; if they are many, we can afford to differentiate the service or even to countenance two separate transportation lines. The rural and the village school will look about for library agencies with which they may affiliate or combine to the advantage of all concerned. The city school system will undertake to study with the public library the local situation before launching a program. If the public library is active and forward-looking and of a mind to extend its service so far; if satisfactory agreements can be made on the fianancial side; and if, through good-will and a fine sense of values, the ticklish question of divided responsibility can be met, a cooperative plan will result. But if the school sees a more perfect educational tool in the school administered institution; if public library service is lagging; or if the public library judges that it can do more effective work by devoting itself to the community outside the school, then the two institutions will go their own ways in a spirit of neighborliness and well-wishing.

The library in the school has had a sudden and amazing growth. Joy Elmer Morgan [32] has shown that should each school system in the United States proceed to provide itself with proper library service it would require approximately 4,000 new librarians annually to meet the demand. It is not a stretch of the imagination to foresee a time in the near future when there will be more school librarians than public librarians. But it would be a catastrophe should the library in the school become something other than a library, or its personnel something other than librarians. Adjustments must be made. But the library and the librarian have something to offer the school which the school may not attain single-handed: successful application of individualized method and continuing education through books.

[32] Morgan, J. E. School library looking forward. School and Society 24:541. October 30, 1926. Same, School Life 12:45-46. November, 1926. Condensed in Libraries 31:490-92. November, 1926.

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A digest of state laws. Does not go into extra-legal arrangements such as the administrative rulings by virtue of which many valuable lines of service are carried on.

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Pictures and text emphasize service to schools.

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McConnell, J. M. School and library cooperation as exemplified in Minnesota. Library Journal 47:153-55. February 15, 1922.
Excellent survey of state work which visions the library resources of the entire community and not of the school alone.

Morgan, J. E. School library looking forward. School and Society 24:535-42. October 30, 1926. Also in School Life 12:45-46. November, 1926. Condensed in Libraries 31:490-92. November, 1926.
After a glance at school library history, Mr. Morgan discusses the future with particular emphasis on professional librarianship.

——— The need for professional librarians. National Education Association Journal 18:62. February, 1929.
A statistical table.

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Includes articles on state supervision of school libraries and a digest of existing school library laws in 1920.

Questions and Projects

1. Choose a small town with which you are familiar. Study the conditions which would affect library service to the schools and recommend a form of administration of this service. Give reasons for your decision.

2. If question 1 cannot be answered, study the organization of library service to schools in a selected city, preferably of medium size, and draw your conclusions as to reasons for the type of administration represented and its success.

3. Compare the plans of administration of school libraries in two cities of similar size, such as Cleveland and Pittsburgh, and note points of similarity and difference.

4. What form of administration of school libraries would you advise in each of the following cases? Why?
   (a) In a town of 2,500 population there is a consolidated high school which needs library service. The public library contains 6,000 volumes, chiefly literature, including a small group of reference books. The staff consists of a librarian who has attended a summer course in library economy, and a part-time assistant. The library is open during the afternoons and evenings.
   (b) In a city of 50,000 population the public library has been approached by the school board for advice as to the proper development of library service to the high school. The schools department of the library at present distributes classroom libraries to the grade schools. The school board is eager to establish libraries in the senior high school and in two new junior high schools.

5. Weigh the advantages and disadvantages of the two methods of organizing classroom collections discussed in the text.

6. What advantage other than those implied in the text do you see in keeping the teachers' collection in the public library? What are the advantages of having it in the board of education administration building?

7. What would seem to you to be a good method of budgeting a lump sum for school libraries among the individual libraries of a system? Why?

8. In addition to those suggested by the text, enumerate other complica-

tions involving the school library staff when the members are employed by a public library. How could these difficulties be surmounted?

9. In your opinion what are the chief advantages of establishing public library branches in school buildings? What are the chief disadvantages? Give reasons for your answer. What cities appear to have successfully surmounted the difficulties of such an arrangement?

10. Under what conditions would you advocate establishing public library branches in school buildings? Why?

11. Why can a public library give better service to school libraries through a separate department than otherwise?

12. What limitations can you see to certification of school libraries in contrast to the certification of school librarians?

13. On pages 417-18 are a number of questions typical of those on which a state department must give advice. Select three and write answers.

14. From the point of view of the small school library, give several advantages of the use of state reading certificates. Do these outweigh the disadvantages? Mention several states which use the plan.

15. Consult the latest edition of the American Library Association *Handbook* for the organization of the Education Committee, and identify the members.

Accredited Library Schools, January, 1930

ACCREDITED BY THE BOARD OF EDUCATION FOR LIBRARIANSHIP OF THE AMERICAN LIBRARY ASSOCIATION

Note: The schools are arranged in the order of establishment. The information, furnished by the schools, is given as follows: (1) Minimum requirements for admission. (2) Tuition fees, including registration, matriculation, graduation fees, etc. Minimum and maximum figures refer respectively to residents and non-residents of state, except for Los Angeles, where they refer to city. St. Louis charges no tuition to residents of the city. (3) Board and room, estimated per year. (4) Trips and field work, estimated. (5) Texts and supplies. (6) Provision for student aid. (7) Curriculum. (8) Degree or certificate given. The brief form of name, by which each is commonly called, is shown in capitals.

COLUMBIA University School of Library Service, New York (1887).[1] (1) College graduation; (2) $340; (3) $540-630; (4) $25; (5) $40; (6) Scholarships; loan fund; (7) 1st year, General — 2nd year, Advanced and specialized; (8) 1st year, Degree B.S. 2nd year, Degree M.S.

PRATT Institute School of Library Science, Brooklyn (1890). (1) High school graduation and examination, two modern languages; (2) $200; (3) $570; (4) $50-65; (5) $30-35; (6) Scholarship; loan fund; (7) 1 year, General; (8) Certificate.

DREXEL Institute School of Library Science, Philadelphia (1892). (1) College graduation; (2) $225; (3) $450; (4) $65; (5) $35; (6) Scholarships; (7) 1 year, General; (8) Degree B.S. in L.S.

University of ILLINOIS Library School, Urbana, Ill. (1893). (1) College graduation; (2) $60-85; (3) $450; (4) 1st year $30 — 2nd year $30; (5) 1st year $20 — 2nd year $15; (6) Loan fund; (7) 1st year, General — 2nd year, Advanced and Specialized; (8) 1st year, Degree B.S. in L.S. 2nd year, M.A. or M.S.

School of Library Science, SYRACUSE University, Syracuse, New York, (1908). (1) 3 college years[2]; (2) $315; (3) $350-495; (4) $75-100; (5) $15-20; (6) Scholarships and loan funds; (7) 1 year general, (1905). (Affiliated in November, 1925, with Emory University). (1) College graduation; (2) $90; (3) $400; (5) $40; (6) Loan fund; (7) 1 year, General; (8) Degree, B.A. in L.S.

Library School of the University of WISCONSIN, Madison, Wis. (1906). (1) Sophomore standing and examination; (2) $67-117; (3) $400-450; (4) $15; (5) $40; (6) Loan fund; (7) 1 year, General; (8) Diploma.[5]

University of WASHINGTON Library School, Seattle (1911). (1) 3 college years; (2) $65-165; (3) $400; (4) None; (5) $10; Most texts are furnished; (6) Loan fund; (7) 1 year, General; (8) Degree B.S. in L.S.

Library School of the LOS ANGELES Public Library, Los Angeles (1914). (1) Equivalent of 3 college years and examination; (2) $75-150; (3) $550; (4) $25; (5) $25; (6) Loan fund; (7) 1 year, Public Library Work; (8) Certificate.[5]

ST. LOUIS Library School, St. Louis Public Library, St. Louis (1917). (1) 1 college year and examination; (2) $75-100; (3) $450; (5) $25-35 for out-of-town students; (7) 1 year (a) General (b) Work with children; (8) Certificate.

School of Librarianship, University of CALIFORNIA,

with specialization in (a) School, (b) Public, (c) University, or (d) Work with children; (8) B.S. (in L.S.)

Carnegie Library School, Carnegie Institute, PITTSBURGH (1901). (1) 1 college year and examination; (2) $207; (3) $365-435; (4) $60; (5) $35; (6) Scholarship; loan fund; (7) 1 year (a) General; (b) Work with (1) schools (2) children; (8) Diploma.

SIMMONS College School of Library Science, Boston (1902). (1) I — 3 college years;[2] II — College graduation; (2) $225; (3) $385-525; (4) $40; (5) $35; (6) Scholarships; loan fund, available to undergraduates only; (7) 1 year (a) General; (b) Work with (1) schools (2) children; (8) I or II — Degree B.S.

School of Library Science, WESTERN RESERVE University, Cleveland (1904). (1) I — 1 college year and examination,[3] II — college graduation;[4] (2) $210; Advanced children's course $85; (3) $600; (4) $40; (5) $35; (6) Scholarships; loan fund; (7) 1st year (a) General (b) Work with children; 2nd year, Advanced work with children; (8) I — Certificate,[5] II — Degree B.S. in L.S.

Library School, Carnegie Library of ATLANTA, Ga. Berkeley (1919). (1) College graduation; (2) $50-200; (3) $400; (4 & 5) $50; (6) Loan fund, Scholarships for 2nd year students; (7) 1st year, General; 2nd year, Advanced; (8) 1st year, Certificate; 2nd year, Degree M.A.

HAMPTON Institute Library School (colored), Hampton, Virginia (1925). (1) 1 college year; (2) $118; (3) $180; (4) $25; (5) $25-30; (6) Scholarships; (7) 1 year, General (8) Diploma.

University of MICHIGAN, Department of Library Science, Ann Arbor (1926). (1) I — 90 hours college credit;[6] II — College graduation and 1 year library science; (2) $113-153; (3) $450; (5) $35; (6) Scholarships; loan fund; (7) I — General; II — Advanced; (8) I — Degree B.A. in L.S.; II — M.A. in L.S.

McGILL University Library School, Montreal, Que. (1927). (1) 1 college year; (2) $150; (3) $480-500; (4) $75; (5) $35; (6) $60; (7) 1 year, General; (8) Certificate.

NEW JERSEY College for Women, New Brunswick, (1927). (1) 3 college years;[2] (2) $175; (3) $475-$550; (4) $50; (5) $35; (6) Scholarships; (7) 1 year, General; (8) B.A. or B.S.

[1] *The New York State Library School and the Library School of the New York Public Library were transferred to Columbia University and consolidated in September, 1926.*

[2] *Freshmen are admitted for academic work but not to the technical courses until 3 academic years are completed.*

[3] *An average grade of 80 is required.*

[4] *If credentials show an average grade of 80, examination is waived.*

[5] *A baccalaureate degree is granted by local or neighboring institutions for three academic years plus this curriculum.*

[6] *Must be accompanied by at least 1 1/3 as many points as honors, and a reading knowledge of French and German, or approved equivalents.*

The above is the official list as this book goes to press. It supersedes all prior lists. Information concerning schools accredited subsequent to 1929 should be sought from the American Library Association Board of Education for Librarianship, 520 North Michigan Avenue, Chicago. The Board issues each year a supplementary list of accredited summer courses.

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